



**Farnborough Grange Nursery and Infant School – Curriculum Overview**

**Geography**

<b>Nursery</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	What makes me special?	What do we celebrate?	What grows in my garden?	Who helps us?	What lives in my garden?	What happens next?
<b>Skills</b>	<ul style="list-style-type: none"> <li>Can identify some places in their immediate environment e.g. home, nursery, park.</li> <li>Can use simple vocabulary to talk about the weather.</li> </ul>	<ul style="list-style-type: none"> <li>Can make observations about their immediate environment.</li> </ul>	<ul style="list-style-type: none"> <li>Can make observations about their immediate environment.</li> <li>Can talk about what they see on the way to school.</li> </ul>	<ul style="list-style-type: none"> <li>Can make observations about their immediate environment.</li> <li>Can name simple features e.g. trees, ground, wall, grass, road.</li> </ul>	<ul style="list-style-type: none"> <li>Can make observations about their immediate environment.</li> <li>Can identify some places in their immediate environment e.g. home, nursery, park.</li> </ul>	
<b>Knowledge</b>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>Explore local environment.</li> <li>Exposure to idea that there are different countries in the world.</li> </ul> <p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>Make links between two environments – home and school.</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>People may take part in different celebrations depending on country.</li> </ul> <p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>Name some celebrations.</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>Observing the environment around them.</li> <li>Noticing features of their environment.</li> </ul> <p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>Understanding of weather patterns over a small period of time.</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>Asking about the environment around them.</li> </ul> <p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>Identify different plants around them.</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>Observing the environment around them.</li> <li>Noticing features of their environment.</li> </ul> <p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>Understanding of weather patterns over a small period of time.</li> </ul>	
<b>Key vocabulary</b>	People, place, same, different	People, place, same, different	Garden, forest, nursery	Garden, forest, tree, ground, wall, grass, road	Forest, environment, park, local	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	What makes me magical?	How do we celebrate?	What makes our world wonderful?	Where do different animals live?	What is a traditional tale?	What if there was a commotion in the ocean?
<b>Skills</b>	<ul style="list-style-type: none"> <li>Can talk about some of the features of where they live.</li> <li>Can talk about features of their own environment and begin to consider how different environments may vary.</li> </ul>	<ul style="list-style-type: none"> <li>Can make observations of immediate surroundings and make comments on what can be seen.</li> </ul>	<ul style="list-style-type: none"> <li>Can use the local area for exploring both the built and the natural environment.</li> <li>Can express their opinions on natural and built environments.</li> <li>Can use some descriptive vocabulary to describe features e.g. long wall.</li> <li>Can use simple directional language e.g. near, far, in front, behind etc.</li> </ul>	<ul style="list-style-type: none"> <li>Can use the local area for exploring both the built and the natural environment.</li> <li>Can express their opinions on natural and built environments.</li> <li>Can use some descriptive vocabulary to describe features e.g. long wall.</li> <li>Can use simple directional language e.g. near, far, in front, behind etc.</li> </ul>		
<b>Knowledge</b>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>To know the type of building that they live in.</li> <li>To know that they live in Farnborough.</li> </ul> <p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>To know that Farnborough is in England.</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>To know that different celebrations are celebrated in different countries.</li> <li>To know that there are different cultural communities in the UK.</li> </ul> <p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>To know that Christmas is celebrated differently in different communities.</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>To distinguish between inside and outside.</li> <li>To know which environments are built by humans.</li> </ul> <p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>Most places contain both natural and built environments.</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>To identify a natural environment.</li> <li>To understand the terms – near, far, in front, behind.</li> </ul> <p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>Most places contain both natural and built environments.</li> </ul>		
<b>Key vocabulary</b>	House, flat, town, Farnborough, country, home, road, park, people, world, England, hot, cold	People, world, country, same, similar, different.	Park, school, map, globe, near, next to, far from, country, school, forest, under, through	Environment, location, similar, same, different, season, weather, place, world, park		

Year 1	Autumn 2	Spring 1	Spring 2
	Weather – Parts of the UK and weather patterns	Maps	Small area of UK compared to small area of non-European country (Nepal)
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Can identify seasonal and daily weather patterns in the UK.</li> <li>• Can name some different parts of the UK and state that the weather may vary there.</li> <li>• Can understand some present changes that are happening in the local environment e.g. at school.</li> <li>• Can conduct a simple survey to collect data e.g. weather patterns.</li> <li>• Can use simple digital technology to record what is seen and support observation.</li> <li>• Can name and locate the countries of the United Kingdom.</li> <li>• Can name and locate the capital cities of the UK on a map.</li> </ul>	<ul style="list-style-type: none"> <li>• Can discuss some aspects relating to the human and physical geography of their local area.</li> <li>• Can name, describe and compare familiar places in their local area.</li> <li>• Can begin to use basic geographical vocabulary for physical and human features.</li> <li>• Can use simple fieldwork and observational skills to study the geographical features of the local environment.</li> <li>• Can work in a group with an adult to ask questions about the school, its grounds and surrounding environment.</li> <li>• Can use simple locational and directional language, including simple compass points (N, E, S, W).</li> <li>• Can devise a simple map of a known area.</li> <li>• Can use locational and directional language e.g. near, far, left, right, up, down, forwards and backwards.</li> </ul>	<ul style="list-style-type: none"> <li>• Can demonstrate knowledge of their local area.</li> <li>• Can discuss some aspects relating to the human and physical geography of their local area.</li> <li>• Can name, describe and compare familiar places in their local area.</li> <li>• Can use world maps, globes and atlases to identify the UK and its countries.</li> <li>• Can use photos to locate a familiar place.</li> </ul>
<b>Knowledge</b>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>• To name and identify the countries of the United Kingdom.</li> <li>• To know that they live in Farnborough.</li> <li>• To know that Farnborough is a town.</li> <li>• To identify weather patterns in their immediate environment.</li> </ul> <p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>• To know that weather varies in different parts of the UK.</li> <li>• To understand the term ‘observation’.</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>• To know that a map helps us to find our way.</li> <li>• To identify and name some familiar places in their local area.</li> <li>• To understand and use the locational and directional language near, far, left, right, up, down, forwards and backwards.</li> <li>• To use the compass points of North, South, East and West.</li> <li>• To know what a human and physical geographical feature is.</li> </ul> <p><b>Hinterland:</b></p>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>• To locate the UK on a map.</li> <li>• To identify the country of Nepal on a map.</li> <li>• To identify human and physical features in their local area, as well as in a contrasting area of Nepal.</li> <li>• To use photos to compare two places.</li> </ul> <p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>• The capital city of Nepal is Kathmandu.</li> <li>• Mount Everest is the highest mountain in the world.</li> </ul>

		<ul style="list-style-type: none"> <li>To know that maps exist in many different forms.</li> </ul>	
<b>Key vocabulary</b>	United Kingdom, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, city, country, weather, sunny, hot, cold, observe.	House, shop, human, physical, map, birds eye view	United Kingdom, Nepal, Farnborough, Nepalgunj, city, country, town, village, capital, landmark, same, similar, different, valley, river, city, village, port, harbour

Year 2	Autumn 1	Autumn 2	Spring 1
	Brazil – Compare Farnborough to Capos do Jordao	Comparison of North and South Poles	Using maps
<b>Skills</b>	<ul style="list-style-type: none"> <li>Can name and locate the world’s seven continents.</li> <li>Can name and locate the world’s five oceans.</li> <li>Can describe a location outside of Europe using geographical terms, stating similarities and differences.</li> <li>Can use maps, atlases and globes to identify continents and oceans.</li> <li>Can understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country.</li> <li>Can compare and contrast the features of different geographical places.</li> <li>Can make observations in order to respond to questions about human and physical environments.</li> <li>Can independently use basic geographical vocabulary for physical and human features.</li> <li>Can use world maps, atlases and globes to identify the UK and contrasting localities.</li> </ul>	<ul style="list-style-type: none"> <li>Can locate the equator on a globe or map and explain the differences in weather in countries near to/far from the equator.</li> <li>Can use compass directions (including NE, NW, SE, SW) to describe the location of features and routes on a map.</li> <li>Can compare and contrast the features of different geographical places.</li> <li>Can compare seasonal and daily weather patterns in the UK and another locality worldwide.</li> </ul>	<ul style="list-style-type: none"> <li>Can use simple fieldwork and observational skills to study the geography of key human and physical features.</li> <li>Can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>Can devise a simple map and include a key.</li> <li>Collect data using observation and record it in a table.</li> <li>Can reach a simple conclusion to fieldwork.</li> </ul>
<b>Knowledge</b>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>To name and locate the world’s seven continents.</li> <li>To name and locate the world’s five oceans.</li> <li>To know that countries have similarities and differences.</li> <li>To use the terms ‘human’ and ‘physical’ geography.</li> </ul> <p><b>Hinterland:</b></p>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>To know that the equator is and locate it on a globe or map.</li> <li>To locate the North and South Poles.</li> <li>To use compass directions – N, S, E, W, NE, NW, SE, SW.</li> <li>To know the differences in weather between two countries.</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>Maps are used to help people locate things.</li> <li>Maps are created by aerial photographs and plan perspectives.</li> <li>Plan perspectives are a bird’s eye view.</li> </ul> <p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>A person who creates maps is called a cartographer.</li> </ul>

	<ul style="list-style-type: none"> <li>To know that Africa is a continent. The UK is in Europe.</li> <li>Capital cities.</li> </ul>	<p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>Antarctica is a large land mass with ice up to 4km thick.</li> </ul>	
<p><b>Key vocabulary</b></p>	<p>Similarity, difference, non-European, compare, area, Asia, Africa, North America, South America, Antarctica, Europe, Australasia/Oceania, Pacific, Atlantic, Indian, Arctic, Antarctic/Southern, hill, sea, ocean, city, town, village, farm</p>	<p>Similarity, difference, compare, area, mountain, vegetation, soil,</p>	<p>Similar, different, North, South, East, West, North East, North West, South East, South West, key, data, aerial photo, plan perspective, map, cartographer</p>