

Sprowston Infant School Medium Term Plan Geography

EYFS – detailed are the enhanced provision or directed activities

KS1 – see the corresponding knowledge organisers

	Autumn	Spring	Summer
Nursery	The world on my doorstep <i>Taking care of our environment in Nursery</i>	The world around me <i>Where can you live that is really cold? (Iceland)</i> <i>Where can you live that is really hot? (Australia)</i>	Time for a holiday
Reception	The world on my doorstep <i>From home to school</i> <i>Where do I live – Sprowston, Norwich</i>	The world around me <i>What is life like in China?</i> <i>What is life like in Africa?</i>	Where can we go? - Norfolk
Year 1	My Local Area	Exploring Maps Where we live – the UK	Comparing London and Nairobi
Year 2	A deep dive into the UK	Once upon a time Maps The world we live in	Comparing Cromer to Santa Monica

Our Geography Curriculum Journey

Each year in our Geography curriculum begins with a local study, with more distant locations built in as pupils progress through the year. It is planned so that teachers can begin with a familiar context and gradually bring in more detailed geographical concepts and language as the years progress. By doing this and continually building on previous learning, pupils are able to secure the knowledge and skills they need for KS2 and beyond. We also make sure they experience a diverse range of locations, to ensure breadth and depth of study.

Early Years

In early years pupils experience geographical learning through the EYFS area 'understanding the world'. It is organised termly in Nursery and Reception, to begin with study of the local area, with which they are very familiar, progressing to some examples of more distant places and in the summer term linking travel and destinations to summer holidays, which they can also relate to. It progresses from Nursery to Reception by: in autumn term in nursery they are focusing on their immediate environment whereas in reception they look at home to school journeys and a wider area. In spring term in nursery they look at more distant places related to simple weather conditions they understand (hot and cold), in Reception they look at more what life is like in other countries, comparing it to what they know of their own lives. We choose China and Africa to ensure pupils are learning about a more diverse range of cultures. In summer term in nursery, children talk about holidays they have been on and their own experiences, whereas in Reception they are looking more at the climates and habitats of different places in the world. As early years progresses, pupils are introduced to more specific Geographical and positional language and begin to consider how environments vary. They are introduced to different uses of land and habitats, in preparation for key stage 1.

Key Stage 1

The children will begin in Y1 by building on Reception and looking at the geography of where they live and where they go to school. They will use this familiar location to bring in new geographical skills, for example they create simple maps and study the area around them including human and physical features. The children will then move on to learning about the UK, using an expanded range of sources. They will look at maps, globes, books and photos to discover where in the world we live, including names of countries in the UK. They will look in more detail at London, comparing it to their local city, and introduce more detailed mapwork including co-ordinates. Following this, they will use their new knowledge of London to compare it with Nairobi, building on all the work they have done previously to consider, countries, continents, seas, climate and seasonal changes. In Y2, the pupils first return to the UK and build on their Y1 knowledge by exploring seas, capital cities and more specific physical and human features of the environment, as well as some new sources such as aerial photographs. In spring term, they learn about maps in more detail, understanding how to use grid references, compass directions and symbols in a key. They build on their autumn term study further, looking in more depth at continents, oceans and bringing in reference to the equator and poles, and different hot and cold areas of the world. This gives them more practice at using atlases and maps, including the use of an index. In the summer term, they study a comparison of a distant and local place (both seaside resorts), again anchoring their understanding in the familiar and enabling them to learn about another different area of the world. This gives the opportunity to further deepen pupils' understanding, bringing in new concepts such as vegetation, harbour, port, valley, which will be important when they go on to study Geography in KS2 and beyond.