

Geography Learning Sequences

Sample plans

September 2022



NORDEN

Community
Primary School

*Being the
best we can be*

Geography Overview: Example

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<ul style="list-style-type: none"> Show interest in different occupations Continue developing positive attitudes about the differences between people Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Draw information from a simple map Recognise some similarities and differences between life in this country and life in other countries Recognise some environments that are different from the one in which they live 	<p>What do I know about the UK and where I live in Norden? <i>(UK and 4 countries and the seas that surround it)</i></p>	<p>Why is London our capital city and which are the other cities of the UK? <i>(other cities in the UK)</i></p>	<p>What are the main features of the UK? <i>(counties, special features such as Lake district and holiday destinations))</i></p>	<p>What are the main differences about living in the UK and France?</p>	<p>Where are the famous landmarks of Europe? <i>(Eiffel Tower, Barcelona , etc.)</i></p>	<p>What are the main features of South America and Brazil in particular? <i>(latitude/ longitude)</i></p>
Spring		<p>Why are some places in the world always hot and others always cold? <i>(Globe – equator, North Pole and South Pole - link to Lost and Found and Meerkat Mail)</i></p>	<p>How different would my life and a small village in Kenyan village? <i>(Continents and oceans)</i></p>	<p>How are mountains formed and what causes an earthquake, tsunami or volcano?</p>	<p>How is a River formed? <i>(Including rivers in the UK and the world plus the Water Cycle)</i></p>	<p>Know what creates a rainforest and know why they are located where they are?</p>	<p>What are biomes and how are they created?</p>
Summer		<p>Why is Blackpool/ Lytham St Anne's so different to Rochdale? <i>(focus on both human and physical)</i></p>	<p>What goes on at an airport? or What goes on at a train station? <i>(maps looking at roads)</i></p>	<p>What are the main differences between living in Norden and Manchester?</p>	<p>Why do so many British people go to the Mediterranean for their holiday? <i>(contrast climate and physical features)</i></p>	<p>What is Fairtrade and why should it matter to all of us?</p>	<p>To what extent is industry responsible for climate change?</p>

Understanding of the World: Geography

3 and 4-year olds will ...

Children should be learning to:

Show interest in different occupations

Examples of how this could be supported

Invite different people to visit from a range of occupations, such as a plumber, a farmer, a vet, a member of the emergency services or an author.
Plan and introduce new vocabulary related to the occupation and encourage children to use it in their speech and play.
Consider opportunities to challenge gender and other stereotypes.

Key Vocabulary

- police officer
- nurse
- fire fighter
- ambulance driver
- teacher
- dentist

Stages of Development

Carry out a discussion about the people that help the:

- at home
- at school
- in the community

Create activities about the people who help them at school. Include teachers, headteachers, lunchtime supervisors, etc.

Create activities about the people who help them at home. Include parents, grandparents, siblings

Create activities about the people who help them in the community. Go on a visit or have a visit from someone.

People, culture and communities: End of nursery expectation

- Showing interest in the lives of people who are familiar to them;
- Remembering and talking about significant events in their own experience;
- Recognising and describing special times or events for family or friends;
- **Showing interest in different occupations and ways of life;**
- **Knowing some of the things that make them unique, and talking about some of the similarities and differences in relation to friends or family.**

Understanding of the World: Geography

Reception aged children will ...

Children should be learning to:

Draw information from a simple map

Key Vocabulary

- map
- street
- behind
- in front
- close by
- far away

Examples of how this could be supported

Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Familiarise children with the name of the road, and or village/town/city the school is located in. Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.

Stages of Development

Begin to notice the environment that surrounds them

Begin to use simple positional language, such as far away and next to

Look at photographs and simple maps of their immediate area and begin to recognise what is being represented

Create a simple representation of what has been set out in front of them or of a street close to the school

People, culture and communities : Early Learning Goal

- **Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;**
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Long-term overview for GEOGRAPHY

YEAR 1

What do I know about the UK and where I live in Norden?

Use maps to locate the four countries of the UK, their capital cities and the main seas

Find out what an address and postcode is

Use a local map to find the streets around the school

Know what road signs tell us

Know the names of their nearest towns and cities

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<ul style="list-style-type: none">• Know the names of the four countries that make up the UK• Know the names of the three main seas that surround the UK• Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland• Know the name of the nearest town or city	<ul style="list-style-type: none">• Know and name the characteristics of the local area	<ul style="list-style-type: none">• Know the main differences between city, town and village	<ul style="list-style-type: none">• Know their address, including postcode• Know that all streets have a name, including post code• Know how to follow a simple road map• Talk about the features in their local environment.

Long-term overview for GEOGRAPHY

YEAR 2

Why is London our capital city and which are the other cities of the UK?

Know what a capital city is

Know some of the important features in London

Know that decisions about our country is made in the Houses of Parliament

Know about the important features of Manchester

Create a class map of London and place models of key features on it

Locational Knowledge

- Know why so many important buildings are located in London

Place Knowledge

Human and Physical Geography

- Explain some of the advantages and disadvantages of living in a London or Norden

Geographical Skills and Fieldwork

- Know the name of the nearest town or city and locate it on a map of the UK
- Locate a number of cities on a map of the UK
- Make a model, using road strips and toy buildings that shows features in an area

Long-term overview for GEOGRAPHY

YEAR 3

What are the main features of the UK?

Know what a county is and which are some of the UK's main ones

Know the difference between the UK, Great Britain and the British Isles

Know the difference between urban and rural locations in the UK

Compare the features surrounding Norden with another contrasting place

Know which are the specific holiday destinations within the UK

Locational Knowledge

- Know the difference between Great Britain, The British Isles and the United Kingdom
- Know the names of and locate at least eight counties and at least six cities in England

Place Knowledge

- Know the main differences between a rural and an urban location within the U
- Know why most cities are situated close to a river

Human and Physical Geography

- Know about some of the physical features related to the UK, e.g., lake district, coastal areas, etc.

Geographical Skills and Fieldwork

- Talk about the features in their local environment and compare it with another they know

Long-term overview for GEOGRAPHY

YEAR 4

Why do so many British people go to the Mediterranean for their holidays?

Locate the Mediterranean on a map and globe

Know which countries are on the Mediterranean coast

Consider the climate of the UK and that of the Mediterranean each month

Compare and contrast a holiday resort on the Mediterranean with that of one in the UK

Consider similarities and differences of food, language, lifestyle, especially jobs

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<ul style="list-style-type: none">Know the names of and locate at least eight European countries	<ul style="list-style-type: none">Appreciate that climate and physical features has an important part to play when considering how people live	<ul style="list-style-type: none">Recognise that people's jobs are determined by where they live	<ul style="list-style-type: none">Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian

Long-term overview for GEOGRAPHY

YEAR 5

Where are the famous landmarks of Europe?

Know the names of most of the well-known European cities

Know where most of the well-known landmarks are located

Recognise Europe's most well-known mountain regions and rivers are

Know specific features of at least one European country

Know why we have a European parliament

Locational Knowledge

- Know the names of a number of European capitals
- Know the names of and locate many of the key seas and areas across the world, e.g., Mediterranean sea and Suez canal

Place Knowledge

- Recognise many of Europe's key landmarks

Human and Physical Geography

- Know about the key human and physical differences between living in the UK and a different European country

Geographical Skills and Fieldwork

- Know how to use graphs to record features such as temperature or rainfall across the world

Long-term overview for GEOGRAPHY

YEAR 6

Where are the main features of South America? (El Salvador, in particular)

Know the names of and key features of South American countries

Use Google Earth to find out more about a specific South American country

Focus specifically on one South American country

Find out about time zones and how time differs between the UK and South America

Know more about the lives of 'street children'

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<ul style="list-style-type: none">• Know the names of, and locate, a number of South American countries• Know about time zones and work out differences	<ul style="list-style-type: none">• Know how a continent's climate can vary and impact on people's lives	<ul style="list-style-type: none">• Know how the lives of children vary across the world	<ul style="list-style-type: none">• Use Google Earth to locate a country or place of interest

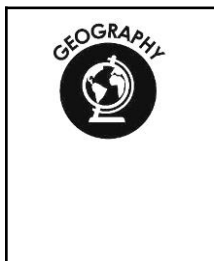
Knowledge Organiser

Year 1

Subject: Geography **Main Learning: Know about where they live**

Key knowledge
Know about where I live
Know my address and post code
Know what road signs mean
Know the names of the countries that make up the United Kingdom
Known how to use a simple map
Know the difference between a village, town and city

Vocabulary	
street	Is usually made up of a group of houses
road signs	Gives you information, directions to places
address	Tells you exactly where someone lives by having the house or flat number, street and town names
post code	Locates exactly where a street or a place is by using letters and numbers
urban	A busy place with lots of houses, shops and offices
rural	A quieter place, usually in the country



Prior Knowledge—

Year 4— Geography Quiz

What are the main differences about living in the UK and France?



1. What is the weather like in the UK?
2. What is the weather like in France?
3. Name 2 kinds of holidays that you could go on in France that rely on different kinds of weather.
4. Name the highest mountain in the UK. You can have 5 dojos if you can write down how high it is! (Ben Nevis 1345m)
5. Name a mountain range in France. (Alps, Pyrenees)
6. Name a river from either France or the UK and say which country it is in. (R. Loire, R. Seine any UK river)
7. What is the currency that is used in the UK and the currency used in France?
8. Name some foods that come from France
9. The symbol for England is a lion. What is the symbol for France? (Gallic Rooster)
10. Name 2 famous landmarks from the UK.
11. Name 2 famous landmarks from France.
12. Name 2 cities from the UK.
13. Name 2 other countries from Europe that are not the UK or France.
14. Is Europe in the Northern Hemisphere or the Southern Hemisphere?
15. Name 2 countries that are NOT in Europe.

Year 4 — Geography Quiz

What are the main differences
about living in the UK and France?

Name.....

Date.....

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.