




Geography School Overview 2025-26

Responsibility Resilience Independence Curiosity Respect Kindness Honesty Self-belief

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<u>Magical me!</u>	<u>Fantastic festivals!</u>	<u>George and The Dragon</u>	<u>Come outside!</u>	<u>Amazing animals!</u>	<u>Splish, splash, splosh!</u>
	Understanding the world					
	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					
	GEOGRAPHY LINKS					
F1 Understanding the world	<p>Know that there are different occupations (Eg: fire fighters/nurse/police officers)</p> <p>Know where things belong in my environment e.g. where my bottle/coat/painting goes</p> <p>Know that we live in Arnold</p> <p>Know the name of different objects in their immediate environment</p>	<p>Know how to pretend and imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea</p> <p>Know my friends have similarities and differences</p>	<p>Know where things belong in my environment e.g. where my bottle/coat/painting goes</p> <p>Know the name of different objects in their immediate environment</p> <p>Know about my immediate environment</p> <p>Know how to use simple positional language</p>	<p>Know how to respect and care for the natural environment</p> <p>Know that there are different occupations (Eg: fire fighters/nurse/police officers)</p>	<p>Know where things belong in my environment e.g. where my bottle/coat/painting goes</p> <p>Know the name of different objects in their immediate environment</p> <p>Know about my immediate environment</p>	<p>Know about places in and around school</p> <p>Know my friends have similarities and differences</p>
F2 Understanding the world	<p>Know about places in and around school (home/school)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps ELG</p> <p>Know that information can be drawn from a simple map</p> <p>Know that a simple map can give me information</p>	<p>Know about characters from stories, including figures from the past (e.g. Robin Hood/Guy Fawkes).</p> <p>Know about the features of their own immediate environment at a simple level</p> <p>Know that we live in Arnold a part of Nottingham</p> <p>Know how familiar environments might vary from one another</p>	<p>Know there are lots of countries in the world that are all different (link to Night Monkey, Day monkey, hot countries)</p> <p>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</p> <p>Know some similarities and differences between the</p>	<p>Know and discuss their local environment (farm links)</p> <p>Know that a simple map can give me information (map of Whitepost farm before the trip)</p> <p>Know how to use everyday language to talk about position and distance</p>	<p>Know and discuss their local environment</p> <p>Know why things occur in their immediate environment</p> <p>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. (Oi Frog,</p>	<p>Know there are lots of countries in the world that are all different</p> <p>Know that information can be drawn from a simple map</p> <p>Know that a simple map can give me information</p> <p>Know that Google Earth can be used to explore and have looked for familiar landmarks learnt about through the year</p>




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	<p>Know that we live in England</p> <p>London Landmarks Know and discuss their local environment know that Google Earth can be used to explore and have looked for familiar landmarks (London comparison)</p>	<p>natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Know that Google Earth can be used to explore and have looked for familiar landmarks</p> <p>Know other countries might be different from each other.</p> <p>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 ELG</p>	<p>rainforest, hot and wet environment) ELG</p>	
	Autumn	Spring	Summer	
Year 1 Geography	<p style="text-align: center;"><u>Driver: Which direction would you take?</u> <u>Our local area</u></p>  <p style="text-align: center;">Geographical enquiry Know how to draw a simple map Know how to investigate their surroundings Know where things are within school and the local area</p> <p style="text-align: center;">Geographical skills Know how to use and construct basic symbols in a key.</p> <p style="text-align: center;">Fieldwork skills Study the geography of school and its grounds</p>	<p style="text-align: center;"><u>Driver: Where can a painting take us?</u> <u>Aerial View/ landmarks – linked to chosen painting</u></p>  <p style="text-align: center;">Human and physical geography Identify seasonal and daily weather patterns in the UK</p> <p style="text-align: center;">Geographical skills Know how to use aerial photographs and planned perspectives to recognise landmarks and basic human and physical features.</p> <p style="text-align: center;">Fieldwork skills Analysing aerial photography of local area</p>	<p style="text-align: center;"><u>Drover: How can we look after our coasts?</u> <u>UK countries, capitals and surrounding seas</u></p>  <p style="text-align: center;">Locational knowledge Name, locate and identify countries and capitals of the UK and surrounding seas.</p> <p style="text-align: center;">Geographical skills Use maps and atlases to identify the UK Use locational language to describe features and routes on maps. To use and devise simple maps including basic symbols</p> <p style="text-align: center;">Place knowledge Human and physical features of areas of the UK</p> <p style="text-align: center;">Fieldwork skills Consolidation of fieldwork and observational skills when looking at seaside</p>	

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<p>Year 2 Geography</p>	<p>Driver: Why is Nottingham so amazing? Local Area Study & Mapping</p>  <p>Locational knowledge Name, locate and identify countries and capitals of the UK and surrounding seas.</p> <p>Place Knowledge Name, locate and identify where we live.</p> <p>Geographical skills and fieldwork Use maps and atlases to identify the UK. Use locational language to describe features and routes on maps. To use and devise simple maps including basic symbols. Study the geography of school and its surrounding environment.</p>	<p>Driver: Comparison between UK Arnold and a Kenyan village?</p>  <p>Locational Knowledge Name, locate and identify the world's seven continents and five oceans</p> <p>Place Knowledge Understand similarities and differences between UK Arnold and a village in Kenya</p> <p>Human and physical geography Identify seasonal and daily weather patterns in the UK and compare to weather by the Equator and North and South Poles</p>	<p>Driver - Bodies of water <i>Ponds, streams, rivers, seas, oceans</i></p>  <p>Locational knowledge - Name, locate and identify countries and capitals of the UK and surrounding seas. Recap world maps</p> <p>Human and physical geography Use geographical vocabulary to refer to physical and human features at the seaside</p>
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