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| Term | Autumn 1 | |
| Year R | Exploring their immediate environment | |
| Concept | Investigating Places | |
| Knowledge and skills | Children start to explore their immediate environment and ask questions about it, starting to observe more closely and verbalise their observations. | |
| | Crucial Knowledge: <ul style="list-style-type: none"> Children need to know what the natural world is. Children need to know what the natural world around them consists of. Children need to know what observing means. | Using Knowledge as a Skill: <ul style="list-style-type: none"> Children learn to verbalise their experiences of things that they encounter in their immediate environment. Children learn to verbalise things they encounter in observation, discussion, stories, non-fiction texts and maps. |
| Vocabulary | | |
| Year 1 | Geography of the school and its grounds | |
| Concept | Investigating Places | |
| Knowledge and Skills | Crucial Knowledge: | |
| | <ul style="list-style-type: none"> Children need to know what their school and its grounds consist of. (revisiting from Year R) Children need to know what the surrounding environment of their school consists of. Children need to know names, locations and features of their own locality, including new vocabulary, such as; human features, physical features, fieldwork, observation, forest, beach, sea, ocean, river, farm etc. | Using Knowledge as a Skill: <ul style="list-style-type: none"> Children need to be able to make observations. (revisiting from Year R) Children practise describing what they have observed, using geographical vocabulary. (revisiting from Year R) Children learn to record their findings and use geographical representations when investigating places. |
| Vocabulary | | |
| Year 2 | Compass directions and locational and directional language | |
| Concept | Geographical Representations | |
| Knowledge and Skills | Crucial Knowledge: | |
| | <ul style="list-style-type: none"> Children need to know what compass directions are and understand the vocabulary of basic compass directions (North, South, East and West). Children need to know some locational and directional language and vocabulary. Children need to know what features and routes on a map are. | Using Knowledge as a Skill: <ul style="list-style-type: none"> Children will revisit using world maps, atlases and globes to locate and identify continents, oceans and countries including the United Kingdom and its countries. (revisiting from Year 1) Children will learn how to identify features and routes on a map. Children will use compass directions and locational and directional language and vocabulary to describe the location of features and routes on a map. |
| Vocabulary | | |

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| Term | Autumn 2 | |
| Year R | Describing their immediate environment and recording their observations | |
| Concept | Geographical Representations | |
| Knowledge and skills | Children explore their immediate environment in more detail, verbalising their experiences, describing what they encounter and are starting to ask questions. | |
| | <p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know what the natural world is (revisiting). Children need to know what the natural world around them consists of. (revisiting) Children need to know what observing means. (revisiting) | <p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children practise verbalising their experiences of things that they encounter in their immediate environment. (revisiting) Children practise verbalising things they encounter in observation, discussion, stories, non-fiction texts and maps. (revisiting) Children learn to describe (beginning to use blue words – adjectives). Children learn to draw pictures, demonstrating their knowledge of the things that they have encountered. Children begin to ask questions, to deepen their knowledge about the things they have encountered. |
| Vocabulary | | |
| Year 1 | Exploring seasonal and daily weather patterns in the United Kingdom | |
| Concept | Investigating Patterns | |
| Knowledge and Skills | Crucial Knowledge: | |
| | <ul style="list-style-type: none"> Children need to know what weather is and that we experience different weather patterns. (revisiting from Year R) Children need to know about daily weather patterns that they experience. Children need to know that they live in the United Kingdom and that in the United Kingdom we experience four seasons throughout the year; spring, summer, autumn and winter. (revisiting from Year R) Children need to know some features of the four seasons. (revisiting from Year R) Children need to know about seasonal weather patterns in the United Kingdom. | <p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children need to be able to make observations. (revisiting from Year R and Autumn 1) Children practise describing what they have observed, using geographical vocabulary. (revisiting from Year R and Autumn 1) Children learn to record their findings and use geographical representations when investigating patterns. |
| Vocabulary | | |
| Year 2 | Revisiting basic geographical fieldwork | |
| Concept | Investigating Places | |
| Knowledge and Skills | Crucial Knowledge: | |
| | <ul style="list-style-type: none"> Children need to know what some geographical skills are. (revisiting from Year 1) Children need to know what first-hand observation means. (revisiting from Year 1) Children need to know what the surrounding environment of their school consists of. (revisiting from Year 1) Children need to know what geographical fieldwork is. (revisiting from Year 1) Children need to know names, locations and features of their own locality. (revisiting from Year 1) | <p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will use geographical skills, including first-hand observation. Children will continue to develop locational awareness. (revisiting from Year 1) Children need to be able to observe. (revisiting) Children will practise verbalising and recording their findings from simple geographical fieldwork. (revisiting) Children need to be able to describe. (revisiting from Year R) <p>Children will use geographical representations to investigate places and patterns. (revisiting from Year 1)</p> |
| Vocabulary | | |

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| Term | Spring 1 | |
| Year R | Observing and describing basic changes | |
| Concept | Investigating Patterns | |
| Knowledge and Skills | Children start to explore patterns in their immediate environment, including weather and the seasons. Using their previously gained knowledge, they will be able to describe some of the changes compared to what they have encountered before. | |
| | <p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know what weather is and that we experience different types of weather. Children need to know that we experience four seasons in the United Kingdom. These are called: spring, summer, autumn and winter. Children need to know some of the key features of each season. Children need to know what change means. | <p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children practise verbalising their experiences of things that they encounter in their immediate environment. (revisiting) Children learn to describe processes and changes that they encounter. |
| Vocabulary | | |
| Year 1 | Exploring the United Kingdom and its countries and capital cities | |
| Concept | Investigating Places | |
| Knowledge and Skills | Crucial Knowledge: | |
| | <ul style="list-style-type: none"> Children need to know that they live in the United Kingdom. (revisiting) Children need to know that there are four countries within the United Kingdom. Children need to know the names of the four countries within the United Kingdom. Children need to know some characteristics of the four countries of the United Kingdom. Children need to know what a capital city is. Children need to know the names of the capital cities of the four countries of the United Kingdom. Children need to know some characteristics of the capital cities of the four countries of the United Kingdom. Children need to know the names of the seas surrounding the United Kingdom. | <p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children learn to locate the four countries of the United Kingdom on a map. Children learn to locate the capital cities of the four countries of the United Kingdom on a map. Children learn to locate the surrounding seas of the United Kingdom on a map. |
| Vocabulary | | |
| Year 2 | Interpreting and devising maps | |
| Concept | Geographical Representations | |
| Knowledge and Skills | Crucial Knowledge: | |
| | <ul style="list-style-type: none"> Children need to know what human features are. (revisiting from Year 1) Children need to know what physical features are. (revisiting from Year 1) Children need to know what aerial photographs are and what they look like. Children need to know what perspective is. Children need to know what landmarks are. Children need to know what human and physical features are (revisiting from Year 1) and understand what the difference between human and physical features is. Children need to know how perspective changes with aerial photographs and maps. Children need to know what a key is, on a map. Children need to know the perspective of maps. | <p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children need to be able to verbalise their geographical understanding using the vocabulary of physical and human features. (revisiting from Year 1) Children will use a variety of basic geographical vocabulary. (revisiting from Year 1) Children will learn to identify keys on maps. Children will learn to devise simple maps. Children will learn to construct basic symbols in a key. |
| Vocabulary | | |

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| Term | Spring 2 | |
| Year R | Comparing their immediate environment to contrasting environments | |
| Concept | Investigating Patterns | |
| Knowledge and Skills | Children explore contrasting environments and compare them to their own using knowledge of the natural world around them including from observations and class discussions. | |
| | Crucial Knowledge: <ul style="list-style-type: none"> Children need to know what the natural world around them consists of. (revisiting) Children need to know some features of the contrasting environments that they have studied. Children need to know what similarities and differences are. | Using Knowledge as a Skill: <ul style="list-style-type: none"> Children practising asking questions, to deepen their knowledge about the environments they have studied. (revisiting) Children learn to compare contrasting environments. |
| Vocabulary | | |
| Year 1 | Naming and locating the continents and oceans of the world | |
| Concept | Investigating Places | |
| Knowledge and Skills | Crucial Knowledge: | |
| | <ul style="list-style-type: none"> Children need to know what a continent is. Children need to know the names of the seven continents of the world. Children need to know what an ocean is. Children need to know the names of the five oceans of the world. | Using Knowledge as a Skill: <ul style="list-style-type: none"> Children need to know how to locate land masses and bodies of water on a map. (revisiting) Children need to be able to use maps to locate. (revisiting) |
| Vocabulary | | |
| Year 2 | Revisiting countries and continents and starting to think about comparing different areas of the world | |
| Concept | Investigating Places | |
| Knowledge and Skills | Crucial Knowledge: | |
| | <ul style="list-style-type: none"> Children need to know what similarities and differences are. (revisiting from Year R) Children need to know what human and physical geography consist of. (revisiting from Year 1) Children need to know some of the geographical features of a small area of the United Kingdom. Children need to know some of the geographical features of a small area in a contrasting non-European country. Children need to know names, locations and features of their own locality. (revisiting from Year 1) Children need to know names, locations and features of the United Kingdom. (revisiting from Year 1) Children need to know names, locations and features of different parts of the world. Children need to know the names of the four countries within the United Kingdom. (revisiting from Year 1) Children need to know the names of the world's seven continents and five oceans. (revisiting from Year 1) Children need to know names, locations and features of the United Kingdom. (revisiting from Year 1) Children need to know names, locations and features of different parts of the world. (revisiting from Year 1) | Using Knowledge as a Skill: <ul style="list-style-type: none"> Children need to be able to describe similarities and differences. (revisiting from Year R) Children need to be able to use their gained knowledge to describe similarities and differences. Children need to be able to verbalise their geographical understanding using the vocabulary of physical and human features. (revisiting from Year 1) Children need to know how to locate the four countries of the United Kingdom on a map. (revisiting from Year 1) |
| Vocabulary | | |

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| Term | Summer 1 | |
| Year R | Comparing people's lives in their own environment and contrasting environments | |
| Concept | Investigating Places | |
| Knowledge and Skills | Children will start to explore their own lives in their immediate environment and contrast these with people living in different environments. | |
| | <p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know names of some countries, including their own. Children need to know about people, culture and communities in their locality. Children need to know about people, culture and communities from other countries. Children need to know what similarities and differences are. (revisiting) | <p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children apply their understanding of verbalising their experiences of things that they encounter in their immediate environment. (revisiting) Children apply their understanding of verbalising things they encounter in observation, discussion, stories, non-fiction texts and maps. (revisiting) Children practising asking questions, to deepen their knowledge about the environments they have studied. (revisiting) Children practise comparing contrasting environments. (revisiting) |
| Vocabulary | | |
| Year 1 | Interpreting maps on a larger scale | |
| Concept | Geographical Representations | |
| Knowledge and Skills | Crucial Knowledge: | |
| | <ul style="list-style-type: none"> Children need to know what a continent is. (revisiting from Spring 2) Children need to know the names of the seven continents of the world. (revisiting from Spring 2) Children need to know what an ocean is. (revisiting from Spring 2) Children need to know the names of the five oceans of the world. (revisiting from Spring 2) Children need to know what the Equator is. Children need to know what the North and South Poles are. Children need to know that hot and cold areas are determined by their position in relation to the Equator. | <p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will practise using maps, atlases and globes to locate hot and cold areas of the world in relation to the Equator and North and South Poles. |
| Vocabulary | | |
| Year 2 | Comparing an area in the United Kingdom to a contrasting area in a non-European country | |
| Concept | Investigating Patterns | |
| Knowledge and Skills | Crucial Knowledge: | |
| | <ul style="list-style-type: none"> Children need to know some of the geographical features of a small area of the United Kingdom. (revisiting) Children need to know some of the geographical features of a small area in a contrasting non-European country. (revisiting) Children need to know what weather patterns are. (revisiting from Year 1) Children need to know features of the seasons. (revisiting from Year 1) Children need to know about seasonal weather patterns. (revisiting from Year 1) Children need to know about daily weather patterns. (revisiting from Year 1) Children need to know about seasonal and daily weather patterns in the United Kingdom. (revisiting from Year 1) Children need to know what the Equator is. (revisiting from Year 1) Children need to know what the North and South Poles are. (revisiting from Year 1) Children need to know that hot and cold areas are determined by their relation to the Equator. (revisiting from Year 1) Children need to know names, locations and features of their own locality. (revisiting from Year 1) Children need to know names, locations and features of the United Kingdom. (revisiting from Year 1) Children need to know names, locations and features of different parts of the world. (revisiting) Children need to know names, locations and features of the United Kingdom. (revisiting from Year 1) Children need to know names, locations and features of different parts of the world. (revisiting from Year 1) | <p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children need to be able to use their gained knowledge to describe similarities and differences. Children need to be able to locate hot and cold areas of the world in relation to the Equator and North and South Poles. (revisiting from Year 1) Children need to be able to use geographical representations to investigate places and patterns. (revisiting from Year 1) |
| Vocabulary | | |

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| Term | Summer 2 | |
| Year R | Revisiting and deepening geographical knowledge | |
| Concept | Geographical Representations | |
| Knowledge and Skills | Children will start to explore their own lives in their immediate environment and contrast these with people living in different environments. | |
| | <p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know what the natural world around them consists of. (revisiting) Children need to know names of some countries, including their own. (revisiting) Children need to know about people, culture and communities in their locality. (revisiting) Children need to know about people, culture and communities from other countries. (revisiting) | <p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children practise describing (beginning to use blue words – adjectives). Children practise drawing pictures, demonstrating their knowledge of the things that they have encountered. Children ask questions, to deepen their knowledge about the things they have encountered and enable them to make comparisons. (revisiting) |
| Vocabulary | | |
| Year 1 | Interpreting maps on a smaller scale | |
| Concept | Geographical Representations | |
| Knowledge and Skills | Crucial Knowledge: | |
| | <ul style="list-style-type: none"> Children need to know what their school and its grounds consist of. (revisiting from Year R and Autumn 1) Children need to know what the surrounding environment of their school consists of. (revisiting from Autumn 1) Children need to know that there are four countries within the United Kingdom. (revisiting from Spring 1) Children need to know the names of the four countries within the United Kingdom. (revisiting from Spring 1) Children need to know what a capital city is. (revisiting from Spring 1) Children need to know the names of the capital cities of the four countries of the United Kingdom. (revisiting from Spring 1) Children need to know the names of the seas surrounding the United Kingdom. (revisiting from Spring 1) | <p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will practise locating the four countries of the United Kingdom on a map. (revisiting from Spring 1) Children will practise locating the capital cities of the four countries of the United Kingdom on a map. (revisiting from Spring 1) Children will practise locating the surrounding seas of the United Kingdom on a map. (revisiting from Spring 1) |
| Vocabulary | | |
| Year 2 | Revisiting devising maps and compass directions | |
| Concept | Geographical Representations | |
| Knowledge and Skills | Crucial Knowledge: | |
| | <ul style="list-style-type: none"> Children need to know what aerial photographs are and look like. (revisiting) Children need to know what perspective is. (revisiting) Children need to know what landmarks are. (revisiting) Children need to know how perspective changes with aerial photographs and maps. (revisiting) Children need to know what a key is. (revisiting) Children need to know the perspective of maps. (revisiting) Children need to know the vocabulary of compass directions (North, South, East and West). (revisiting) Children need to know locational and directional language and vocabulary. (revisiting) Children need to know what features and routes on a map are. (revisiting) | <p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children need to be able to identify keys on maps. (revisiting) Children need to be able to devise simple maps. (revisiting) Children need to be able to construct basic symbols in a key. (revisiting) Children need to know how to identify features and routes on a map. (revisiting) Children need to be able to use compass directions and locational and directional language and vocabulary to describe the location of features and routes on a map. (revisiting) Children need to be able to use geographical representations to investigate places and patterns. (revisiting from Year 1) |
| Vocabulary | | |