



Year R Geography Teaching Sequence

Autumn A - Let's Explore

- *This is me!*

- Where we live
- Finding our way around school

In this term we explore and find our way round our new school. We discuss where we live and our immediate locality.

Autumn B - Let's Explore

- *Into the Woods*

- Journeys - Gruffalo & Stickman

Using the stories 'The Gruffalo' and 'stickman', we learn about journeys and observe the characteristics of places visited and use this as a basis to explore local environments.

Spring A - Once upon a story

Explore the local area and key buildings in our locality. Look at buildings around the school. Talk about characteristics. Comparing characteristics of our local area and contrasting places we have read about in stories

Spring B - Let It Grow

- Key features of our local area - parks, sea and how this impacts on animal life and plant growth

By looking at plants and trees and animals in our local area, we discuss and identify key features of our community.

Summer A - Superheroes

Observe the weather (throughout the year) and seasonal changes. How this effects our behaviour and our environment. (link to healthy in body and mind).

Summer B - Away At Sea

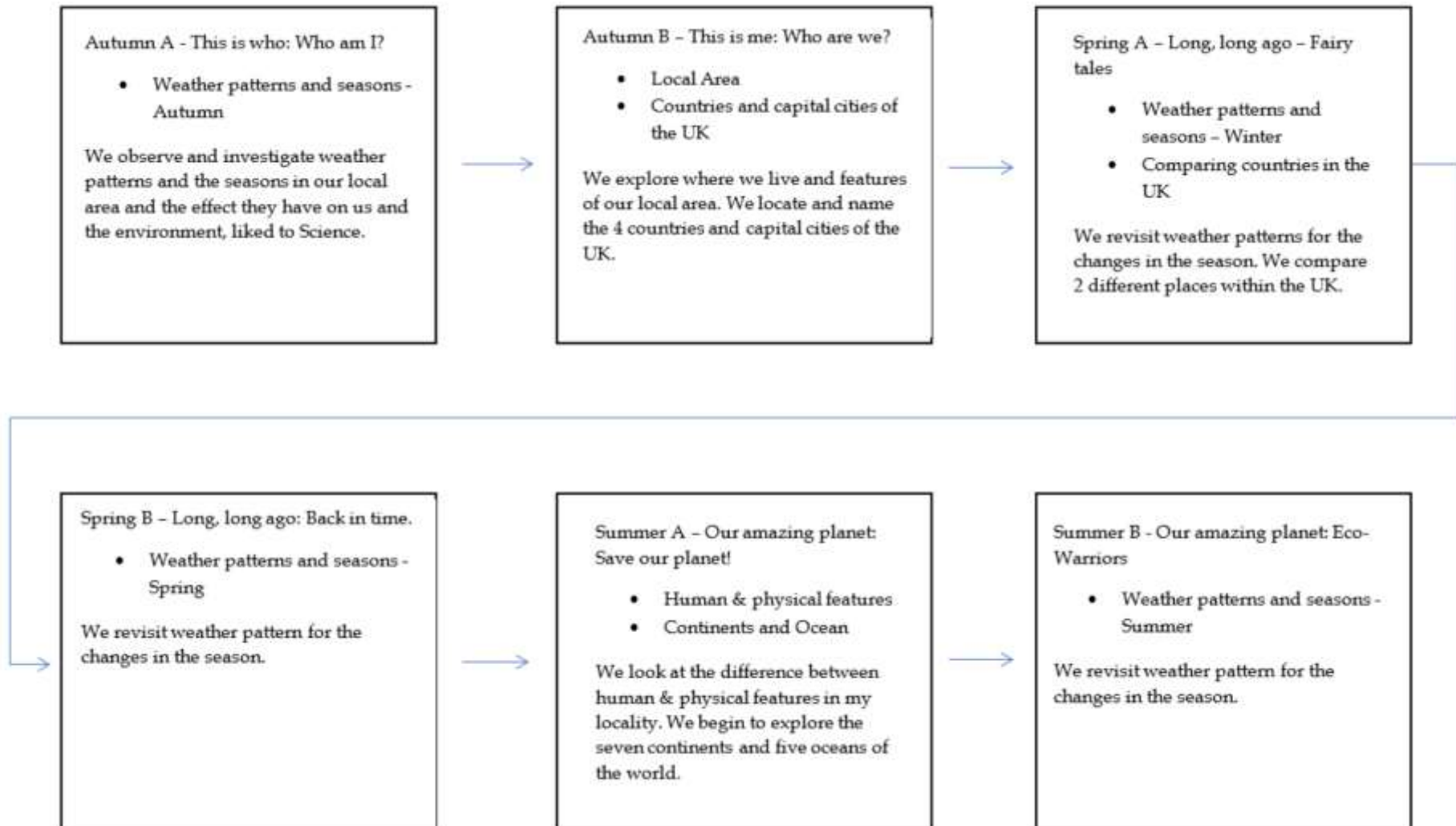
Following maps of our local area (link to treasure map).

Use maps to locate our school and homes. Look at where we are in the UK

On going throughout the year: We observe the weather and the seasonal changes and how this effects us and our behaviour and our environment.



Year 1 Geography Teaching Sequence



On going throughout the year: We observe the weather and the seasonal changes in our local area and others learnt about around the world. We investigate the effect of this on different people and their environments.



Year 2 Geography Teaching Sequence

Autumn A - Back to the future - Dinosaurs

- Seasonal change
- Oceans, continents and continental drift

We investigate and compare 2 differing environments and their physical features. We learn about the globe, the continents and oceans of the world and continental drift.

Autumn B - Back to the future - Space

- Neil Armstrong and the moon landing
- Remembrance Day

We locate key countries and places in the world on a map and compare 2 more differing environments and their physical features.

Spring A - Flip tails and set sails - Alternative Tales

- Locating key British towns and cities
- Oceans and continents

We use maps to locate key British towns and cities and learn about and locate the oceans and continents of the world.

Spring B - Flip tales and set sails - Nelson

- Nelson and HMS Victory - mapping journeys

We use maps to locate key places in the world and plot journeys made. We discuss the differing environments travelled to on journeys.

Summer A - Circle of Life - Kenya

- Comparing Kenya with England
- Compass work

We compare and contrast 2 different cities in the world and see the similarities and differences in their physical and human features. We use compasses to navigate journeys.

Summer B - Circle of Life - Circus

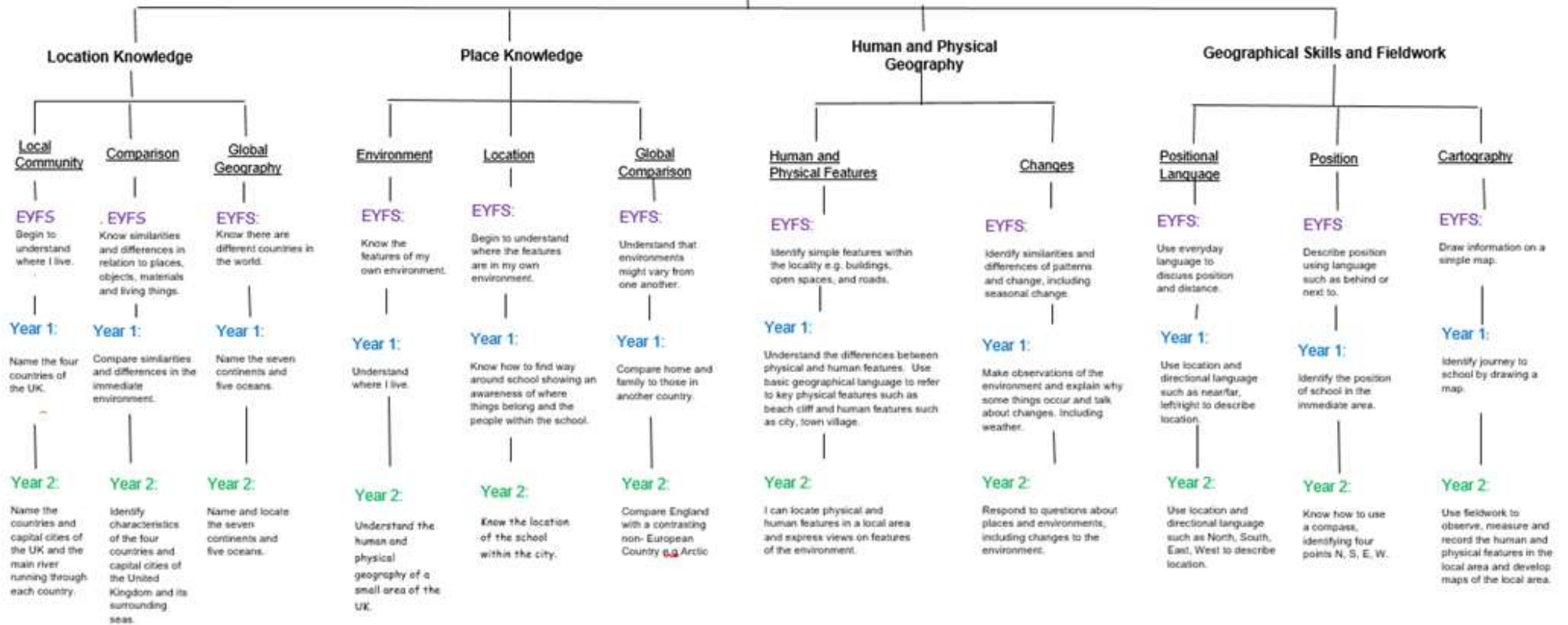
- Comparing Russia and England
- Mapping journeys
- Locating land masses

We use maps to locate key land masses and track journeys. We compare and contrast 2 different cities/countries in the world.

On going throughout the year: We observe the weather and the seasonal changes in the British Isles and others learnt about around the world. We investigate the effect of this on different people and their environments.



At Moorings Way and Meon Infant Schools we become Geographers by finding out about...



At Moorings Way and Meon Infant Schools, Geography lessons will have consistent structures to support positive learning habits. Topics will begin with ascertaining children's prior knowledge through metacognition tools such as circle maps. Facilitating hands on inclusive experiences that encompass a multi-sensory approach will be a vital part of exposing children to the world around them. Our children will be seen outside in the school grounds, local area and school trips exploring using appropriate equipment that opens up the world around them and explains practically. Key concepts and explanations will be supported by multi-media opportunities and dual coded-learning, especially through the use of songs to ensure they gain that sticky knowledge that they will draw on throughout their learning. Thinking maps will be used and differentiation across the subject supporting every child. Higher level questioning will be embedded throughout every session including retrieval questions during each topic. Topics will be summarised and children's knowledge shared and celebrated, making timely assessments that will feedforward. Using knowledge organisers children will have control over their learning, using a flipped learning approach that exposes them to key vocabulary, examples, diagrams and images. These will be used to check, clarify and lead learning.

Staff will have access to subject knowledge development to ensure that explanations are accurate and dual coded to enable all learners to access the information. Throughout the year they will use retrieval tasks to develop their meta-memory through morning activities, story time based on subject specific texts.