

Curriculum Overview - Geography

Locational Knowledge

Place Knowledge

Human and Physical Geography

Geographical Skills and Fieldwork

	 CRADLEY CE PRIMARY SCHOOL 26-27	27-28
Nursery	All About Me 2 -3 Year Olds – • Is curious about people and shows interest in stories about people, animals or objects - This links to <i>All About Me</i> because children are beginning to understand who they are and how they relate to others. Their interest in people and stories helps them recognise familiar experiences and build their sense of identity. 3 – 4 Year Olds – • Shows interest in the lives of people who are familiar to them - This links to <i>All About Me</i> because children are beginning to understand their own family, relationships and community, recognising who is important to them and how they fit into their world. • Comments and asks questions about aspects of their familiar world - Children show curiosity about their own experiences, helping them make sense of the places, people and events that shape their daily lives. On the Farm 3 – 4 Year Olds – • Recognises and describes special times or events - Discussing events like lambing season, harvest time or collecting eggs helps children understand that farms have important routines and celebrations throughout the year. People Who Help Us 2 -3 Year Olds – • Enjoys stories about people and nature - Children enjoy simple books about firefighters, doctors, police officers and vets. Repeated reading helps them recognise helpers, their vehicles and the ways they keep	Traditional Tales 2 -3 Year Olds – • Is curious and interested to explore new and familiar experiences - Story-themed play (exploring the Bears’ cottage, building the pigs’ houses, crossing the “bridge”) encourages children to investigate new materials and familiar props, supporting confident exploration. 3 – 4 Year Olds – • Comments and asks questions about aspects of their familiar world - Children ask questions about forests, cottages, bridges or farms seen in stories, helping them make sense of the world around them through familiar settings. Transport and travel 2 -3 Year Olds – • Is interested in photographs of themselves and other familiar people and objects - Children enjoy looking at photos of themselves “on a bus”, “at the station” or “on holiday”, helping them make connections between real experiences and travel-themed play. They recognise familiar people in pictures and begin to talk about journeys they have taken. 3 – 4 Year Olds – • Remembers and talks about significant events in their own experiences - Children enjoy recalling real journeys such as going on a bus, visiting the train station or going on holiday. They talk about who they travelled with, what they saw and how they felt, strengthening memory and narrative skills. • Developing an understanding of growth, decay and changes over time - Transport play supports early understanding of change: noticing

people safe.

3 – 4 Year Olds –

- **Knows some of the things that make them unique** - When talking about helpers, children begin to recognise what makes them special too—“I’m good at helping,” “I can look after people,” or “I want to be a vet,” linking their identity to caring roles.
- **Shows care and concern for living things and the environment** - Children look after class pets, water plants or tidy shared spaces, learning that vets, park rangers and community workers help care for animals and the environment.
- **Begin to understand the effect their behaviour can have on the environment** - Through discussions about litter picking, recycling or keeping areas safe, children learn that helpers like refuse collectors and park wardens protect the environment—and that their own actions matter too.

Dinosaurs

2 -3 Year Olds –

- **Notices details features of objects in their environment** - Exploring dinosaur models, fossils, bones and footprints encourages children to notice details such as *spikes, plates, long necks, sharp teeth* or *patterns in the mud*, supporting early observation skills.

3 – 4 Year Olds –

- **Looks closely at similarities, differences, patterns and change in nature** - Children compare dinosaur footprints, bones, fossils and natural materials used in play. They notice patterns such as *spikes, scales, tracks in mud*, and explore changes like *melting ice eggs* or *erupting volcanoes*, building early scientific thinking.

Space & Planets

2 -3 Year Olds –

- **Can talk about some of the things they have observed** - Children talk about what they notice in space books, pictures or outdoor sky watching—such as the moon being “big,” stars being “tiny,” or rockets being “loud.” They comment on changes, colours and shapes linked to planets and space scenes.

3 – 4 Year Olds –

- **Knows about similarities and differences in relation to places,**

how vehicles move faster or slower, how tracks or roads get messy and need fixing, or how weather changes journeys (rain, wind, puddles). Children begin to talk about things changing over time.

Wild Animals

2 -3 Year Olds –

- **Enjoys stories about people and nature** - Children engage with simple wild-animal stories and picture books, enjoying tales about jungles, forests and animals in their natural habitats. These stories help them connect people, places and nature in meaningful ways.

3 – 4 Year Olds –

- **Shows care and concern for living things and the environment** - Children feed, wash and protect toy animals, water plants in “habitats”, and handle small creatures gently outdoors. These experiences nurture empathy and respect for living things.
- **Begin to understand the effect their behaviour can have on the environment** - Through discussions about litter in animal habitats, keeping water trays clean, or protecting outdoor areas where insects live, children start to understand how their actions impact the natural world.

Growing and Measuring

2 -3 Year Olds –

- **Notices details features of objects in their environment** - Exploring plants closely helps children notice small details such as tiny leaves, soil textures, seed shapes or colour changes. Growing activities naturally encourage careful observation and curiosity.

3 – 4 Year Olds –

- **Looks closely at similarities, differences, patterns and change in nature** - Children compare plant sizes, leaf shapes, colours and growth patterns, noticing how things change over time. They begin to identify similarities and differences between plants and natural materials with increasing accuracy.

Knights and Castles

2 -3 Year Olds –

- **Can talk about some of the things they have observed** - Exploring

objects, materials and living things - Children compare planets by colour, size and features—“*Mars is red,*” “*Earth has water,*” “*Jupiter is big.*” They explore differences between materials such as moon sand, rocks and foil, and talk about how imaginary aliens might look or live differently from humans

Around the World

2 -3 Year Olds –

- **Beginning to have their own friends** - Children begin forming friendships as they explore world-themed activities together—looking at books about different places, sharing small-world animals, or joining in with music from around the world. They enjoy being alongside familiar peers during shared cultural experiences.
- **Learns that they have similarities and differences** - Children notice that people around the world may look different, eat different foods or wear different clothes, but also share similarities such as families, homes and celebrations. They begin to recognise and talk about simple differences in a positive, age-appropriate way.
- **Enjoys playing with small world reconstructions** - Children explore small-world scenes inspired by different countries—beaches, snowy landscapes, jungles or cities. They move animals, vehicles and people around these environments, beginning to act out simple stories linked to places around the world.
- **Uses pipes, funnels and other tools to transport water** - Children use funnels, tubes and containers in water play linked to world themes—pouring “rainforest rivers,” filling “ocean water,” or transporting water to “desert plants.” They explore how water moves and behaves while engaging in imaginative global play.

3 – 4 Year Olds –

- **Knows about similarities and differences between themselves and others** - Children talk about how people around the world may look different, speak different languages or celebrate in different ways, while also recognising shared experiences such as families, homes and play. In transition activities, they notice similarities and differences between themselves and their new classmates.
- **Talks about the features of their own immediate environment** - Children describe features of their home, nursery or school environment and compare them with pictures of places around the world—beaches,

castle small-worlds and outdoor “castle spaces” encourages children to talk about what they notice—tall towers, heavy stones, noisy dragons—strengthening early observation and descriptive language.

3 – 4 Year Olds –

- **Knows about similarities and differences in relation to places, objects, materials and living things** - Exploring castles encourages children to compare features such as stone walls, wooden drawbridges, metal shields or fabric capes, and to talk about how dragons, horses and people differ, strengthening early classification skills.

Under the Sea

2 -3 Year Olds –

- **Enjoys playing with small world reconstructions** - Children engage deeply with under-the-sea small worlds, moving fish through tunnels, placing crabs under rocks and exploring coral caves, strengthening imagination, language and early social play.
- **Uses pipes, funnels and other tools to transport water** - Water play supports exploration and problem-solving as children pour water through pipes, funnels and tubes to create “underwater rivers,” developing coordination and curiosity.

3 – 4 Year Olds –

- **Talks about the features of their own immediate environment** - Children describe features of their nursery environment and compare them with under-the-sea small worlds—talking about water, sand, rocks and coral. In transition-to-school contexts, they talk about features of their new classroom, outdoor area and shared spaces.

	mountains, cities or snowy landscapes. They begin to talk about what is the same and what is different. • Makes observations of animals and plants - Children observe animals and plants from different countries—polar bears, rainforest animals, desert plants—and talk about what they notice. They compare these with animals and plants in their local environment, developing early scientific thinking. • Develops digital literacy skills by being able to access, understand and interact with a range of technologies - Children use simple digital tools to explore the world—viewing photos of different countries, listening to greetings in other languages, or watching short clips of celebrations. In transition to school, they practise using classroom technologies such as interactive screens or digital storybooks. • Can use the internet with adult supervision - Children safely explore age-appropriate online content with an adult—looking at maps, listening to world music, or viewing images of animals and landmarks. During transition activities, they learn that technology at school must be used safely and with a grown-up.	
Class 1	Me and My Community Skill - Describe how they can look after their environment. Knowledge - Litter has a harmful effect on the areas where we live, work and play. We tidy up to keep resources safe so that everyone can enjoy using them. Skill - Name and talk about human-made features in the local environment, including shops, houses, streets and parks. Knowledge - Maps and plans are pictures or drawings of a place or journey. Skill - Take photographs, draw simple picture maps and collect simple data during fieldwork activities. Knowledge - The adults who work at school have different jobs. Starry Night Skill - Begin to observe and talk about living things in the local environment. Knowledge - During the day there is sunlight. At night there is no sunlight so the sky is dark. Skill - Describe a contrasting environment to their own.	Let's Explore Skill - Begin to notice and talk about the different places around the world, including oceans and seas. Knowledge - The weather, environment and living things are different in different places around the world. Skill - Describe how the weather, plants and animals of one place are different to another using simple geographical terms. Knowledge - People live in and visit lots of different places around the world. The weather, environment and living things are different in different places around the world. Skill - Discuss how the local environment has changed over time using photographs and first-hand experiences. Knowledge - Features including fields, woodlands, roads and shops in the local area change over time. Skill - Features including fields, woodlands, roads and shops in the local area change over time. Knowledge - Shadows change depending on the position of a light source and an object. Skill - Make and use simple maps in their play to represent places and journeys, real and imagined.

Knowledge - Different places have different environments and features compared to where we live.

Dangerous Dinosaurs

Skill - Make and use simple maps in their play to represent places and journeys, real and imagined.

Knowledge - A map is a picture or drawing of a place or journey.

Sunshine and Sunflowers

Skill - Observe and describe living things and their habitats within the local environment.

Knowledge - Living things live in different habitats. Gardens are habitats for many plants, trees and animals.

Skill - Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources. Describe some similarities and differences between things in the past and the present.

Knowledge - Places and times can be compared using similarities and differences.

Skill - Discuss how the local environment has changed over time using photographs and first-hand experiences.

Knowledge - Environments can change over time due to natural and human influences.

Skill - Explore the natural world around them and give simple descriptions following observation of changes.

Knowledge - A butterfly lifecycle includes egg, caterpillar, chrysalis and butterfly.

Skill - Make and use simple maps in their play to represent places and journeys, real and imagined.

Knowledge - A map is a drawing of an area showing features such as roads, paths, rivers, woods and buildings.

Knowledge - A map is a drawing of an area that shows features such as roads, rivers, woods, parks and buildings.

Skill - Take photographs, draw simple picture maps and collect simple data during fieldwork activities.

Knowledge - The adults who work at school have different jobs. A map is a drawing of an area showing features such as roads, rivers, woods, parks and buildings.

Skill - Notice and begin to name different human-made features in the immediate environment, including the school grounds, local streets and the place they live.

Knowledge - Our local area has different features such as houses, roads, shops and parks.

Skill - Talk about places that they have been to or seen in photographs, maps and stories.

Knowledge - The world has lots of different places with different features.

Ready Steady Grow

Skill – Make and use simple maps in their play to represent places and journeys, real and imagined.

Knowledge – Maps are pictures or drawing of places or journeys.

Animal Safari

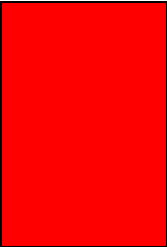
Skill - The weather, environment and living things are different in different places around the world.

Knowledge - The weather, plants and animals differ in different places around the world.

Skill - Describe ways to look after the immediate environment.

Knowledge - Litter can be harmful to plants and animals.

Class 2	Let's Explore the World project teaches children about atlases, maps and cardinal compass points. They learn about the characteristics of the four countries of the United Kingdom and find out why there are hot, temperate and cold places around the world. They also compare England to Somalia. Children carry out fieldwork, collecting primary data in their locality to answer geographical questions. Coastline This project teaches children about the physical and human features of coastal regions across the United Kingdom, including a detailed exploration of the coastal town of Whitby, in Yorkshire.	Our Wonderful World This project teaches children about physical and human features, maps, cardinal compass points, and positional and directional language. They learn about the equator, hemispheres and continents and are introduced to the countries, capital cities and settlements of the United Kingdom. The children carry out simple fieldwork to find out about local physical and human features. Bright Lights and Big Cities This project teaches children about the physical and human characteristics of the United Kingdom, including a detailed exploration of the characteristics and features of the capital city, London.
Class 3	One planet, Our World project teaches children to locate countries and cities, and use grid references, compass points and latitude and longitude. They learn about the layers of the Earth and plate tectonics and discover the five major climate zones. They learn about significant places in the United Kingdom and carry out fieldwork to discover how land is used in the locality. Rocks, Relics and Rumbles This project teaches children about the features and characteristics of Earth's layers, including a detailed exploration of volcanic, tectonic and seismic activity.	Interconnected World This project teaches children about compass points and four and six-figure grid references. They learn about the tropics and the countries, climates and culture of North and South America. Children identify physical features in the United Kingdom and learn about the National Rail and canal networks. They conduct an enquiry to prove a hypothesis, gathering data from maps and surveys before drawing conclusions. Misty Mountains, Winding Rivers This project teaches children about the characteristics and features of rivers and mountain ranges around the world, including a detailed exploration of the ecosystems and processes that shape them and the land around them.
Class 4	Investigating our World This project teaches children about locating map features using a range of methods. They learn about the Prime Meridian, Greenwich Mean Time (GMT), and worldwide time zones and study interconnected climate zones, vegetation belts and biomes. Children learn about human geography and capital cities worldwide before looking at the UK motorway network and settlements. They carry out an enquiry to identify local settlement types. Sow, Grow and Farm This project teaches children about the features and characteristics of	Our Changing World project revises the features of Earth, time zones and lines of latitude and longitude to pinpoint places on a map. Children find out more about map scales, grid references, contour lines and map symbols. They learn about climate change and the importance of global trade. Children analyse data and carry out fieldwork to find out about local road safety. They study patterns of human settlements and carry out an enquiry to describe local settlement patterns. Frozen Kingdoms This project teaches children about the characteristics and features of



land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.

polar regions, including the North and South Poles, and includes a detailed exploration of the environmental factors that shape and influence them.