



Subject Area: Geography

Curriculum drivers: The curriculum is underpinned by the school's **Curriculum Driver**: Communication alongside our school values: Confidence, Compassion, Creativity and Curiosity.

The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum. The curriculum also consolidates the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The knowledge and skills children learn must be co-ordinated and coherent. In order to achieve this in our curriculum, we have identified the key concepts or overarching ideas within each subject. To enable the children to access them, we call these the 'Big Ideas'. In Geography these are: location, bigger world and environment.

EYFS

Geography Objectives most closely linked to learning within the EYFS Framework (2021) and Development Matters come from;

Understanding the World (UW)

Children develop an understanding of the world through guidance in making sense of their physical world and their community. Children will learn through their own personal experiences and by listening to a broad selection of stories, non-fiction, rhymes and poems, which will foster their understanding of our culturally, socially, technologically and ecologically diverse world. These opportunities will also enrich and widen the children's vocabulary and support the development of early literacy skills.

Mathematics (M)

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.

National Curriculum KS1 Pupils should be taught about:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

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Skills Progression - Long Term Plan

KS1 Geography curriculum 'Big ideas'.

<p style="text-align: center;">Location</p>  <p>People live where they do for different reasons, for example, location, climate.</p>	<p style="text-align: center;">Bigger World</p>  <p>We are part of a bigger world.</p>	<p style="text-align: center;">Environment</p>  <p>The Earth and the environment are constantly changing and we have limited resources that must be managed.</p>
<p>Taught through..</p> <p style="text-align: center;">Local Area What's it like there?</p>	<p>Taught through..</p> <p style="text-align: center;">Moving around the UK Our Wonderful World</p>	<p>Taught through..</p> <p style="text-align: center;">Getting hot or getting cold? What's it like there? Our Country</p>

SKILL:	EYFS	Year 1	Year 2
Location Knowledge	<p>- Know there are different countries in the world. CURIOSITY</p>	<p>Teach children...</p> <ul style="list-style-type: none"> - to know that Bournemouth is the town they live in. - to know that Bournemouth is in England. - to name and locate the countries that make up the United Kingdom: England, Scotland, Wales, Northern Ireland COMMUNICATION - to name and locate the capital cities of the United Kingdom: London, Cardiff, Edinburgh, Belfast COMMUNICATION - to name and locate the seas surrounding the United Kingdom: North Sea, Irish Sea, English Channel, North Atlantic Ocean COMMUNICATION - to identify characteristics of the four United Kingdom countries COMMUNICATION e.g. Scotland is often colder than England, it has mountains, valleys and lakes called Lochs, Wales is surrounded by seas on three sides and has lots of hills, Northern Ireland is located on a separate island 	<p>Teach children to...</p> <ul style="list-style-type: none"> - Name and locate the world's seven continents: Asia, Africa, North America, South America, Antarctica, Europe and Australia COMMUNICATION - Name and locate the world's five oceans: Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean COMMUNICATION
Place Knowledge	<p>-To recognise and talk about some similarities and differences between Bournemouth and the Polar Regions COMMUNICATION, COMPASSION</p>	<p>Teach children...</p> <ul style="list-style-type: none"> -to know that Bournemouth is on the south coast of England -to identify human and physical features of Bournemouth: beach, cliff, sea, gardens, shops, houses, river 	<p>Teach children...</p> <ul style="list-style-type: none"> - to identify human and physical features of Mali - to compare human and physical features of England and Mali e.g. buildings. CURIOSITY

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Skills Progression - Long Term Plan

<p>Human and Physical Geography</p>	<p>- Understand what they can do to help the environment. e.g. recycling bins, saving water.</p>	<p>Teach children... -to know that human geography is something man made e.g. buildings and towns -to know that physical geography is something natural e.g. rivers, mountains, water</p>	<p>Teach children... - To know that countries near the Equator are hotter than countries further away - to locate the Equator on a world map or globe - To know that colder areas of the world are nearer the poles (north and south) COMMUNICATION - to discuss which places are hot and cold in relation to their position from the Equator COMMUNICATION - to compare seasonal and daily weather in my local area and other locations within the world e.g. Mali CURIOSITY</p>
<p>Geographical Skills and Field Work</p>	<p>– Draw a simple map from a familiar story.</p>	<p>Teach children to... - use a map, infant atlas and globe to locate the United Kingdom and its countries. CURIOSITY - use simple compass directions to describe the location of features and routes on a map of Bournemouth e.g. the school is north of the beach COMMUNICATION - create a simple map with agreed symbols in a key COMMUNICATION - use aerial photographs to recognise landmarks - use observational skills to study our school and its grounds CURIOSITY, COMMUNICATION – know we use maps to find places and plan routes CURIOSITY – Know a map is a drawing of an area shown from above – Know that maps use symbols instead of words to help you find things quickly</p>	<p>Teach children to... - use world map, infant atlas and globe to locate the seven continents and five oceans. CURIOSITY - use world map, infant atlas and globe to locate Mali, Africa. - use aerial photographs to recognise human and physical features - use observational skills to study our school location's human and physical features CURIOSITY</p>
<p>Key Vocab</p>	<p>Receptive: route, visit, local area, map, land, country, countries, world, environment, natural</p> <p>Expressive: live, house, home, school, road, church, the way to, beach, park, water</p>	<p>Receptive: Human Geography, Physical Geography, routes, address, postcode, atlas, globe, digital mapping (Google Map), plan, aerial view, bird's-eye view, symbols, key, capital city</p> <p>Expressive: Bournemouth, Boscombe, England, Wales, Scotland, Northern Ireland, United Kingdom, London, Island, Land, sea, ocean, river, map, places, North, East, South, West</p>	<p>Receptive: Continents, Asia, Africa, North America, South America, Antarctica, Europe and Australia, North Sea, Irish Sea, English Channel, North Atlantic Ocean, Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, Southern Ocean Continents, Asia, Africa, North America, South America, Antarctica, Europe and Australia, Fieldwork</p> <p>Expressive: North Pole, South Pole, Location, direction, travel, travelling, human geography/features, Physical geography/features, natural, atlas, World map, compass, globe, plan, digital mapping (Google Map), aerial view, bird's-eye view, key, equator, climate, rainforest, Amazon Rainforest, Mali, desert, city, cities, farm, mountain, river, coast, coastal</p>

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Below is the key knowledge taught within each unit of Geography. These are mapped into half terms. Each year group has an additional medium-term plan outlining the history units taught.

Key Knowledge for specific units			
<i>Location</i>	<i>Local area - Boscombe</i>	Within the United Kingdom	Across the world
Autumn 1		<p>Our Local Area In this unit children learn about our local town, Bournemouth. They learn about simple maps and how symbols are used instead of words on a map.</p>	
Autumn 2			<p>Our Wonderful World In this unit children learn the names of the 7 continents and where they are located on a world map. They learn the name of the 5 oceans and where they are located on a world map. In addition, children use their observational skills to study Bournemouth's human and physical features. This is further developed in the summer term.</p>
Spring 1		<p>Our Country In this unit children continue their local area learning, focusing on human and physical geography. They will think about the impact human geography has had on physical features and the climate. They are introduced to aerial photographs to look at our local area. Children learn that the UK is made up of 4 UK countries and learn the names of their capital cities.</p>	
Spring 2			<p>Getting hot or getting cold? In this unit children apply their knowledge of the seven continents to learn about hot and cold places in the world. They will consider the impact of climate change on the hot and cold places they study. They learn that countries closer to the North and South Poles are colder than countries nearer the Equator.</p>
Summer 1		<p>Moving around the UK In this unit children continue their learning about the UK. They build on their knowledge of maps and UK countries to learn about each country's characteristics as well as the seas that surround the UK.</p>	<p>What's it like there? In this unit children compare two locations: UK and Mali. They look at the human and physical features of both locations and learn about the climate and the changes that has caused.</p>
Summer 2			