



Infant School

School Intent

At Thomas A' Becket Infant School it is our intent that our Geography curriculum gives children awe and wonder about the world around them. We believe that Geography helps to provoke and answer questions about the natural and human worlds, encouraging children to develop a greater understanding of their world and their place in it. We aim to develop a range of investigation and problem-solving skills that are transferrable to other curriculum areas, and which can be used to promote children's spiritual, moral, social and cultural development. We seek to promote children's interest and understanding about diverse places, people, resources, and natural and human environments.

EYFS – The Natural World

Children will explore the world around them, making observations and drawing pictures. They will know some similarities and differences between the natural world around them and contrasting environments, drawing on their experience of what has been read in class. They will understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. They will use simple maps, explore what is needed on them, focusing on key points and create their own. Children will explore the differences between hot and cold places and begin to use Geographical words to describe physical and human features.

EYFS – People, Culture, Communities

Children will describe their immediate environment using knowledge from observations, discussion, stories, non-fiction texts and maps. They will 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. They will explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.

National Curriculum Purpose of Study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

National Curriculum Aims

The national curriculum for geography in Key Stage 1 aims to ensure that all pupils 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;

- Locational knowledge: Name and locate the world's 7 continents and 5 oceans. Name, locate and identify characteristics of the four continents and capital cities of the UK and its surrounding seas.

Progression of Knowledge and Skills in Geography

- 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 UK and the location of hot and cold areas of the world in relation to the equator and the North and South Pole. Use basic geographical vocab to refer to key physical features and key human features.
- Geographical skills and fieldwork; Use world maps, atlases, globes to identify UK and its countries as well as countries, continents, and oceans. Use simple compass directions (N, E, S, W) and locational and directional language to describe the location of features and routes on maps. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise simple maps and use and construct a simple 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.

Impact

Learning Journals, My World and Class Books will show case children's geography learning. Pupils are expected to know, apply, and understand the matters, skills and processes specified in the relevant programme of study. Observational assessments of pupil will capture their individual responses to geographical knowledge and understanding of the world. In Early Years, children's experiences outside of school will enable teachers to capture their wider knowledge in this subject area. Pupil's achievements will be celebrated through high quality displays and 'Fabulous Finish' activities. Pupils will apply their understanding, knowledge, and skills in a range of contexts including drama, class assemblies, assemblies and cross-curricular writing.

Key Concepts	Reception	Year 1	Year 2
Geographical skills and fieldwork	<p>Vocabulary Map, atlas, globe, photo, symbols, left, right, forward, back,</p> <ul style="list-style-type: none"> • Talk about and describe features of local environment from photos and leaflets etc.- • Label photos and pictures of the local environment e.g. the church, the park • Use simple aerial photos to identify landmarks and basic features. 	<p>Vocabulary All prior vocab and geographical features, compass, country, Continents/oceans, Asia, Africa, North America, South America, Antarctica, Australia, Oceania, Australasia, Europe, Arctic, Southern, Pacific, Atlantic, Indian, climate, habitat, equator, forest, tundra, polar, desert, North pole, South pole, sustainability, climate change, UK countries, capitals, seas, England, Scotland, Wales, N. Ireland, Belfast, Cardiff, Edinburgh, London, North/ Irish/, Celtic Seas,</p>	<p>Vocabulary All prior vocab and northeast, southeast, southwest, northwest, scale, route, planner, grid.</p> <ul style="list-style-type: none"> • Carry out a small survey in the local area e.g. traffic, litter, land use. • Identify a range of geographical features on maps, atlases and globes.

Progression of Knowledge and Skills in Geography

	<ul style="list-style-type: none"> • Create a simple map of a familiar location using symbols and a simple key to represent landmarks. • Use 'left', 'right', 'forward' and 'back' to describe the features and routes on maps. • Use simple world atlases, maps and globes to identify the United Kingdom. 	<p>English Channel, environment, recycle, compass points: East North South West, aerial photograph, map, key symbols, hot/cold, direction, key, address, survey.</p> <ul style="list-style-type: none"> • Carry out a small survey in the school ground e.g. traffic, litter, land use. • Identify geographical features on a large scale map. • Drawing from aerial photos to make a bird's eye view of classroom-bedroom. • Using model of classroom-to rearrange furniture. • Create a simple map of a familiar location using symbols and a simple key to represent landmarks. • Use simple compass directions (North, South, East and West) to describe the location of features on a map. • Use world maps, atlases and globes to identify world countries, continents and oceans. • Use photos and simple street plans to find places in the local environment. • Talk about features of the local environment that are liked and disliked. 	<ul style="list-style-type: none"> • Create simple maps of a familiar location using symbols and a simple key to represent landmarks. • Use the eight points of the compass to describe the location of features and routes on a map. • Use simple maps and simple street plans to locate places and features in the locality and further afield. • Talk about and compare features of the local environment.
<p>Locational Knowledge</p>	<p>Vocabulary United Kingdom (UK), road, house, farm, village, town, city, countryside, world, globe, earth, factory, hill, field, sea, beach, shop, map, seasons, cold, hot, snow, weather, manmade, natural, soil, here, there, near, far, church, school, path</p> <ul style="list-style-type: none"> • Identify and describe features in the local environment e.g. house, farm, Church. 	<p>Vocabulary All prior vocab and Europe, North America, South America, Asia, Antarctica, Australasia, Africa, Atlantic, Indian Ocean, Pacific, Artic Ocean, Southern Ocean, England, Northern Ireland, Scotland, Wales, The Channel, The North Sea.</p> <ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans. • Name and locate the 4 countries that make up the UK and the surrounding seas. 	<p>Vocabulary All prior vocab and mountains, desert, jungle, rural, urban, language, location</p> <ul style="list-style-type: none"> • Identify characteristics of the four countries and capital cities of the UK and its surrounding seas. • Compare and contrast localities in the UK. • Compare and contrast the world's seven continents and five oceans.

Progression of Knowledge and Skills in Geography

	<ul style="list-style-type: none"> • Use photos and pictures to locate places in the local environment. • Talk about the local environment. • Identify and discuss the countries that make up the United Kingdom. 		
Place Knowledge	<p>Vocabulary same, different.</p> <ul style="list-style-type: none"> • Talk about similarities and differences between places e.g. the school playground and the local park. 	<p>Vocabulary All prior vocab and similarities, differences.</p> <ul style="list-style-type: none"> • Talk about and describe features of Worthing. • Describe and compare geographical similarities and differences of a locality (possibly within Sussex? e.g. Worthing and Brighton/Worthing and London/known localities). 	<p>Vocabulary All prior vocab.</p> <ul style="list-style-type: none"> • Compare features of non-European countries to the UK, giving reasons for their similarities and differences.
Human and Physical Geography	<p>Vocabulary All prior vocab.</p> <ul style="list-style-type: none"> • Read stories, information texts and look at pictures of hot and cold places, discussing how they are different. • Use simple geographical words to describe natural features e.g. beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, vegetation, season, weather. • Use simple geographical words to describe manmade features e.g. city, town, village, factory, farm, house, office, port, harbour, shop. 	<p>Vocabulary Human features: key human features city, town, village, factory, harbour, farm, house, office, port, harbour, shop, capital city, country Physical features: key physical features, beach, cliff, coast, forest, hill, mountain, sea, stream, ocean, river, soil, valley, season, weather, marine landmark, season</p> <ul style="list-style-type: none"> • Talk about the seasons and the changes that take place in spring, summer, autumn and winter in the UK. • Name, describe, and sort physical and human features in the local environment. • Talk about and describe the function of features and landmarks within a locality. 	<p>Vocabulary All prior vocab and equator, North and South Pole, vegetation, diverse places, resources and natural and human environments.</p> <ul style="list-style-type: none"> • Identify and locate hot and cold areas of the world in relation to the Equator and the North and South Poles. • To use basic geographical vocabulary to describe, sort, group and compare key physical features and human features of a contrasting non-European country.