

WILLIAM LILLEY INFANT AND NURSERY SCHOOL



NATIONAL CURRICULUM

INTENT, IMPLEMENTATION, PROGRESSION AND ASSESSMENT

GEOGRAPHY

INTENT

Our children have an awareness of the world around them and their place within it. They develop knowledge of other places in the world and are able to name some countries, oceans and cities/towns. They compare places by describing differences and similarities for example zoo, seaside and countryside. They use geographical vocabulary and terminology to identify both physical and human features of a place and to express their understanding of the world and are eager to find out more by the questions they ask.

IMPLEMENTATION

Skills based curriculum focusing upon; location, place knowledge, human and physical geography, geographical skills and fieldwork	Topics are used as a driver to incorporating geography knowledge and skills; with major and minor geography driver topics including around the world and location, location, location	Families engage in historical learning through sharing culture and their own experience of different places	Homework and Wow sheet speaking and listening activities incorporate historical understanding	Topics which focus upon learning about ourselves and people around us are embedded throughout the curriculum
Celebration all the Saints Days and other multicultural days/festivals	Discovery areas allow children to develop an understanding of place, generate their own interest and talk about their experiences	Experiences of the individual family and child are shared eg, skype, holiday diaries etc	Summer holiday postcards are sent and utilised as a transitional support, identifying activity and places visited over the holiday	Geographical topic displays reinforce learning and understanding – through local area work
Range of resources are utilised to reinforce understanding of place through cross curricular work including computing, maths, photographs, atlases and map work	First-hand experiences are evident within curriculum including visits within the local area and further afield	Children are encouraged to make comparisons and express their own points of view; contributing to making the area a better place. This is supported by school council work.	Child initiated learning zones are developmental across EYFS and the nest in KS1 and focus upon an understanding of place – such as block area, role play discovery shed etc	

LONG TERM PLAN OVERVIEW – GEOGRAPHY

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
NURSERY	All about Me!	All about Me: Homes and Celebrations	The wide, wide world: traditional tales	The wide, wide world: People Who Help Us	Wonderful world: Circle of life	Wonderful world: The summertime
RECEPTION	Me and you	Down our street	Cultural explorers We are different we are the same ?	Real life superheroes	Squeak, cluck, roar	Before I was born We're off on a journey...
CYCLE A – YEAR 1/ 2	Location, Location, Location	Surprise, Surprise!	Winter Wonderland!	Furry, feathery friends	Land Ahoy!	Our future
CYCLE B – YEAR 1/2	Medieval magic	Best of British	Active planet	Rumble in the Jungle	Pollution solution!	Inside Out

Main foci Minor foci

SKILLS, KNOWLEDGE AND VOCABULARY PROGRESSION - EYFS

GEOG Curriculum area	Three and Four-Year-Olds	Reception	Three and Four-Year-Olds	Reception	VOCABULARY – UNDERSTANDING THE WORLD
	KNOWLEDGE		SKILLS		
Locational knowledge	<ul style="list-style-type: none"> Knows that Stapleford is where we live. 	<ul style="list-style-type: none"> Knows we live in England, UK. 	<ul style="list-style-type: none"> M - Understands positional language M - Discusses routes and locations 	<ul style="list-style-type: none"> UW ELG – Describes their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 	Street, house, bungalow, school, church, zebra crossing, traffic light, bridge, left, right, forwards, backwards, above, under, tunnel, roundabout, teacher, Head Teacher, caretaker, Police Officer, cleaner, doctor, dentist, map
Place knowledge	<ul style="list-style-type: none"> Knows that there are other places in the world that may be different to where we live. 	<ul style="list-style-type: none"> Knows that there are different countries in the UK and we live in England. 	<ul style="list-style-type: none"> UW - Talks about other places in the world, which may be different to where we live. 	<ul style="list-style-type: none"> UW - Recognise some similarities and differences between life in this country and life in other countries. UW - Recognise some environments that are different to the one in which they live. UW ELG - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; UW ELG - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate –maps. 	
Human and physical Geography	<ul style="list-style-type: none"> Knows that there are different types of weather. Knows our homes are part of a community. 	<ul style="list-style-type: none"> Know that there are different types of weather and it is linked to the seasons. Know that their community is part of the physical world. 	<ul style="list-style-type: none"> UW - Notices features of objects in the environment. UW - Asks questions about their familiar world, such as the place they live or the natural world. UW - Shows care and concern for living things and the environment. UW - Shows interest in the lives of people who are familiar to them. UW - Shows an interest in people and in different ways of living. 	<ul style="list-style-type: none"> UW - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. UW ELG - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. UW ELG - 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; UW ELG - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate –maps. 	
Geographical skills and fieldwork	<ul style="list-style-type: none"> Knows that there is land and sea and this can be shown on a map. 	<ul style="list-style-type: none"> Know that information can be drawn from a simple map. 	<ul style="list-style-type: none"> M - Demonstrates some awareness of positional language with the help of gesture M - Understands positional language M - Uses positional language to describe an objects location or a familiar route. M - Discusses routes and locations 	<ul style="list-style-type: none"> UW - Draw information from a simple map. UW - Explore the natural world around them. UW - Recognise some environments that are different to the one in which they live. UW ELG - Explore the natural world around them, making observations and drawing pictures of animals and plants; UW ELG - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 	

For detailed breakdown of skills per term in EYFS, please refer to EYFS progression of skills documents

SKILLS, KNOWLEDGE AND VOCABULARY PROGRESSION – KS1

Year 1 and Year 2 National Curriculum objectives	<ul style="list-style-type: none"> • name and locate the world’s seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • 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 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 • 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 [for example, near and far; left and right], to describe the location of features and routes on a map • 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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		Year 1 Knowledge	Year 2 Knowledge	Year 1 Skills	Year 2 Skills	Y1 and Y2 Vocabulary
Geography	Locational knowledge	<ul style="list-style-type: none"> • Know that the UK has four countries and that each country has a capital city. 	<ul style="list-style-type: none"> • Know that the world has continents and oceans. 	<ul style="list-style-type: none"> • Can they identify the four countries making up the United Kingdom? • Can they name some of the main towns and cities in the United Kingdom? • Can they point out where the equator, north pole and south pole are on a globe or atlas? • <i>Can they name a few towns in the south and north of the UK?</i> • 	<ul style="list-style-type: none"> • Can they name the continents of the world and find them in an atlas? • Can they name the world’s oceans and find them in an atlas? • Can they name the major cities of England, Wales, Scotland and Ireland? • Can they find where they live on a map of the UK? • <i>Can they locate some of the world’s major rivers and mountain ranges?</i> • <i>Can they point out the North, South, East and West associated with maps and compass?</i> 	<p>Year 1: England, Scotland, Northern Ireland, Wales, London, Edinburgh, Belfast, Cardiff, Dublin, Equator, North Pole, South Pole.</p> <p>Year 2: England, Scotland, Northern Ireland, Eire, Wales, London, Edinburgh, Belfast, Cardiff, Dublin, Equator, North Pole, South Pole, Irish Sea, North Sea, English Channel, North, South, East, West</p>
	Place knowledge	<ul style="list-style-type: none"> • Know that there are some similarities and differences between where they live and other countries 	<ul style="list-style-type: none"> • Know that there are geographic similarities and differences between the UK and a non-European country. (UK and island/jungle???) 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Can they describe a place outside Europe using geographical words? • <i>Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe?</i> 	

Human and physical geography	<ul style="list-style-type: none"> • Know that there are seasonal and weather patterns in the world including the UK. • Know that there are key human and physical features. 	<ul style="list-style-type: none"> • Know that the equator, North and South Pole exists and their locations. • Know that there are different types of settlement. 	<ul style="list-style-type: none"> • Can they tell someone their address? • Can they explain the main features of a hot and cold place? • Can they describe a locality using words and pictures? • Can they explain how the weather changes with each season? • Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'? • Can they begin to explain why they would wear different clothes at different times of the year? • Can they tell something about the people who live in hot and cold places? • Can they explain what they might wear if they lived in a very hot or a very cold place? • <i>Can they name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'?</i> • <i>Can they name different jobs that people living in their area might do?</i> 	<ul style="list-style-type: none"> • Can they describe some physical features of their own locality? • Can they explain what makes a locality special? • Can they describe some places which are not near the school? • Can they describe some of the features associated with an island? • Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley? • Can they describe some human features of their own locality, such as the jobs people do? • Can they explain how the jobs people do may be different in different parts of the world? • Do they think that people ever spoil the area? How? • Do they think that people try to make the area better? How? • Can they explain what facilities a town or village might need? • <i>Can they find the longest and shortest route using a map?</i> • <i>Can they explain how the weather affects different people?</i> 	<p>Year 1: seasons, spring, summer, autumn, winter, wind, snow, rain, hail, fog, wet, dry, hot, cold, globe, journey, travel, bungalow, town, village, farm, building, junction, transport, lorry, bus, car, long, short, wide, near, far, left, right.</p> <p>Year 2: city, harbour, factory, beach, forest, sea, soil, port, desert, cliff, hill, river, vegetation, , ocean, coast, mountain, valley, local, distant, address, terraced, semi-detached, behind, larger, smaller.</p>
	Geographical skills and fieldwork	<ul style="list-style-type: none"> • Know that the UK and its countries can be identified on a map, atlas, globe or aerial photograph. • Know that symbols represent features on a map of their school environment (buildings and grounds) • Know that a compass can be used for directions. 	<ul style="list-style-type: none"> • Know that there are four main compass directions (N,E,S,W). • Know that a map can show locations of features and routes. • Know that there are human and physical landmarks. • Know that a map has a key with basic symbols. 	<ul style="list-style-type: none"> • Can they say what they like about their locality? • Can they sort things they like and don't like? • Can they answer some questions using different resources, such as books, the internet and atlases? • Can they think of a few relevant questions to ask about a locality? • Can they answer questions about the weather? • Can they keep a weather chart? • <i>Can they answer questions using a weather chart?</i> • <i>Can they make plausible predictions about what the weather may be like later in the day or tomorrow?</i> 	<ul style="list-style-type: none"> • Can they label a diagram or photograph using some geographical words? • Can they find out about a locality by using different sources of evidence? • Can they find out about a locality by asking some relevant questions to someone else? • Can they say what they like and don't like about their locality and another locality like the seaside? • <i>Can they make inferences by looking at a weather chart?</i> • <i>Can they make plausible predictions about what the weather may be like in different parts of the world?</i>

END OF KS1 ASSESSMENT STATEMENT

CHILDREN WILL EITHER HAVE 'MET' OR 'NOT MET' THE FOLLOWING STANDARD AT THE END OF EACH YEAR.

	Assessment statement
Year 1	<p>Children are able to name and identify the 4 countries that make up the UK. They are also able to name some of the main town and cities in the UK. They are beginning to know key personal geographical information that relates to themselves, such as where they live, their address.</p> <p>Children can explain the main features of a hot and cold place and how the weather changes with each season. They are able to use some of the geographical language taught to describe the key physical and human features of a place studied. Children are able to use aerial photos to recognise familiar landmarks within the school environment and use these to begin to devise a simple map.</p>
Year 2 (End of KS1)	<p>Children are able to name the continents and oceans of the World and find them in an atlas. They are able to describe the similarities and differences of both the human and physical features of a place outside Europe. They are able to use the majority of the geographical language taught to describe a place studied. Children are able to use aerial photos to recognise familiar landmarks within the school environment and use these to devise a simple map, including geographical language to label diagrams and photographs, constructing basic symbols for a key and add simple compass directions on a map.</p>