



Geography Curriculum

Rationale

At Old Town Infant School and Nursery, we want our children to gain a deep understanding and appreciation for their local area as well as the wider world. As a school near the coast we want our children to understand the responsibility of being environmentally aware and a kind, friendly ally to the wildlife that lives so close to our doorsteps. Each year group will have the opportunity to deepen their understanding of the local area by beginning to explore our own school and community in the Early Years. As children move into Year 1 they will continue to learn about the local area in a study about Poole. During this unit children will be introduced to comparing similarities and differences between human and physical features as well as the importance of keeping our oceans clean from plastic. In Year 1 children will also look to the wider area and learn about the United Kingdom, its four countries and important landmarks. This knowledge will then be built on as children enter Year 2 and begin learning about continents and oceans. Children will use their knowledge of human and physical features to explore a country outside of Europe. As a school we have chosen Brazil in South America. We wanted our children to learn about a country in the Southern Hemisphere to support their understanding of weather and climate differences across the world as well as the specific weather patterns and climate of a rainforest.

Aims of the National Curriculum

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Personal development in the Geography curriculum.







Links to RSHE curriculum	Through our curriculum, children are encouraged to develop an awareness of 'personal Geography' and how worldviews and cultures differ. In addition, children explore similarities and differences between people, countries and cultures and develop an understanding of where they fit into their locality but also the wider society.
Links to PSHE curriculum	
Inclusion and equality of opportunity	
British Values	In year 1 children develop an understanding and awareness of British landmarks. Throughout the curriculum, they also develop an awareness of 'personal Geography' and how worldviews and cultures differ.
Citizenship	Throughout our Geography curriculum, there is a continuous thread of sustainability. In the EYFS children learn the importance of caring for the world around them by watering plants etc. In Year 1 children discuss the pollution of our seas which surround their local environment and in Year 2 the rainforest and deforestation is discussed. This enables children to develop an awareness of their human impact on the natural world around them.
SMSC	
Wider Opportunities	In every Geography unit, children have the opportunity to partake in fieldwork. In the EYFS children will make observations of school environment and immediate local environment for example taking and looking at photographs and using their senses. In KS1 children will develop their fieldwork skills and identify key features of the local area, make observations of the local area through sketching, compare seasonal changes and make simple measurements in the locality. In addition, there are ample opportunities for trips from exploring the local area to experiencing the Rainforest climate at Marwell Zoo. Children also have a visit from a local museum in KS1 to discuss the local area.
Character	Children develop an understanding about where they fit into the wider world. From learning about their immediate and local environment in the EYFS to widening their knowledge of Britain in Year 1 and a contrasting non-European country (Brazil) in Year 2.
How does your subject contribute to preparing children for their life in Britain?	Children gain the contextual understanding of where they fit into their local area and the united kingdom.
How does your subject contribute to preparing children for the next stage in their education?	Children develop the Geographical skills and knowledge about their local area, the united kingdom and non-European country. This gives them contextual understanding of where they fit in the world and will enable them to gain an understanding of further geographical concepts in KS2.

Progression of Geographical Knowledge and Skills

Year Group	Nursery	Reception	Year 1	Year 2		
Knowledge - Locational	Name the town they live in.	Know that Poole is in England. Name the country they live in.	To know simple directional language. Name the 4 countries that make up the United Kingdom. To name the capital cities and seas of each country Know the main features of each of the four countries that make up the united kingdom. <table border="1" style="width: 100%;"> <tr> <td>England</td> <td>Capital city is London River Thames River Severn Pennines Angel of the north</td> </tr> </table>	England	Capital city is London River Thames River Severn Pennines Angel of the north	Name the 7 continents and 5 oceans in the world. Know that countries, including Brazil, near the equator are hotter than those that are further away. Know that Brazil is in South America. Brazil is closer to the equator therefore has warm weather. The north and south poles are furthest away from the equator therefore are the coldest places on earth. Know that Rio and Poole are far from each other.
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<u>Skills- Locational</u>	Be able to discuss where they live.	<p>Recognise key features of where they live.</p> <p>Use words that show distance e.g. near, far.</p>	<p>To use directional language (north south, east and west, near to, far from) when exploring maps.</p> <p><u>To be able to locate the 4 countries and seas that make up the United Kingdom on a simple map</u></p> <p>To be able to locate the capital cities of each country of the UK on a simple map.</p> <p>Be able to talk about the main features of each of the four countries that make up the United Kingdom</p>	<p><u>Be able to locate the 7 continents and 5 oceans in the world. (C)</u></p> <p>Locate the equator</p> <p><u>Identify where Brazil is and what continent it is in.</u></p> <p>Use compass directions to explore and compare maps of Rio and Poole (north, south, west and east). Name differences between Brazil and the UK, specifically Rio and Poole.</p> <p>Identify where Rio is and what country it is in</p>						
<u>Knowledge- Place</u>	To know they live in Poole	<p>Know that school is in Poole and they (most likely) live in Poole. Poole is in England.</p> <p>To recognise some similarities and differences between life in this country and other countries.</p> <p>-Follow instructions that include prepositions: behind, under, beside etc.</p>	<p>That all places have distinct characteristics that make them similar and different from other places - focus on Poole: coast, beach, cliff, harbour, port, ocean.</p> <p>That all places have distinct characteristics that make them similar and different from other places - focus on London and make comparisons with Poole.</p> <p>Know simple compass directions.</p>	<p>The United Kingdom is in the northern hemisphere whereas Brazil is the in the southern hemisphere.</p> <p>Know the similarities and differences between Rio and Poole, focussing on their harbours and the human and physical features of each.</p>						
<u>Skills-Place</u>	Begin to recognise and identify the similarities and differences between people.	Identify school and where they live on a self-made map.	<p><u>Use a map to identify local landmarks and how to travel from one place to another (school to the beach).</u></p> <p><u>Use a map to identify landmarks.</u></p> <p>When using a map identify compass directions; north, south, east and west to locate landmarks in comparison to each other (The Shard is north of ...)</p>	<p>Notice the countries that are near Brazil and how we would travel to Brazil from the UK.</p> <p>Be able to articulate the differences in life styles between different countries based on their location on a map. For example, because Brazil is close to the equator it is hotter than the UK. They might have different food etc.</p>						

<p><u>Knowledge-Environmental</u></p>	<p>To know there are other countries in the world.</p> <p>To know that there are a variety of a celebrations that happen around the world including Christmas, Diwali and Chinese new year.</p> <p>Children will begin to understand that we need to care for the natural environment</p>	<p><u>To talk about the differences between taught environments</u></p> <p>-Know simple ways to look after the world, eg planting and growing, preserving trees, recycling.</p> <p>-Understand why we should respect and look after the World</p>	<p><u>To name and identify key human and physical features within the locality.</u></p> <table border="1" data-bbox="943 254 1338 516"> <thead> <tr> <th>Human</th> <th>Physical</th> </tr> </thead> <tbody> <tr> <td>Quay Houses Bridges Museum Railway Ferries</td> <td>Water - Harbour Islands - Brownsea Beaches- Sandbanks</td> </tr> </tbody> </table> <p><u>That some human behaviours are having a negative impact on the world: plastics</u></p> <p>That humans are excessively using plastic</p> <p>That choosing to use less plastic is the first step in addressing this (reduce, reuse, recycle)</p> <p>That the oceans are polluted with plastic from humans and that this is affecting animal life</p> <p>To know that London and Poole have different human and physical features.</p> <table border="1" data-bbox="943 821 1338 1325"> <thead> <tr> <th>Human</th> <th>Physical</th> </tr> </thead> <tbody> <tr> <td>London</td> <td>London</td> </tr> <tr> <td>Lots of houses London Bridge Houses of Parliament Buckingham Palace Big Ben</td> <td>River Thames</td> </tr> <tr> <td>Poole</td> <td>Poole</td> </tr> <tr> <td>Quay Houses Bridges Museum Railway Ferries</td> <td>Water - Harbour Islands - Brownsea Beaches- Sandbanks</td> </tr> </tbody> </table>	Human	Physical	Quay Houses Bridges Museum Railway Ferries	Water - Harbour Islands - Brownsea Beaches- Sandbanks	Human	Physical	London	London	Lots of houses London Bridge Houses of Parliament Buckingham Palace Big Ben	River Thames	Poole	Poole	Quay Houses Bridges Museum Railway Ferries	Water - Harbour Islands - Brownsea Beaches- Sandbanks	<p><u>Brazil has tropical weather, which means it is hot and humid.</u></p> <p>Compare the weather patterns in the rainforest to those they are familiar with.</p> <p>To know there are choices humans can make that lead to destruction of the Rainforest.</p> <p>To know the importance of the Rainforest.</p> <p><u>Notice and identify the human and physical features within the Amazon Rainforest.</u></p> <table border="1" data-bbox="1914 506 2279 730"> <thead> <tr> <th>Human</th> <th>Physical</th> </tr> </thead> <tbody> <tr> <td>Not many houses Some roads Some bridges Farms</td> <td>River Trees Lots of animals Vegetation Forest</td> </tr> </tbody> </table> <p><u>Notice and identify the human and physical features within Poole and Rio Harbour.</u></p> <table border="1" data-bbox="1914 783 2326 1293"> <thead> <tr> <th>Human</th> <th>Physical</th> </tr> </thead> <tbody> <tr> <td>Rio</td> <td>Rio</td> </tr> <tr> <td>Statue- Christ the Redeemer Port Historic buildings Sky scrapers</td> <td>Water -Harbour Mountains Forest Tijuca Forest is the largest urban forest in the world.</td> </tr> <tr> <td>Poole</td> <td>Poole</td> </tr> <tr> <td>Quay Houses Bridges Railway Roads</td> <td>Water - Harbour Islands - Brownsea Beaches- Sandbanks Flatter than Rio.</td> </tr> </tbody> </table>	Human	Physical	Not many houses Some roads Some bridges Farms	River Trees Lots of animals Vegetation Forest	Human	Physical	Rio	Rio	Statue- Christ the Redeemer Port Historic buildings Sky scrapers	Water -Harbour Mountains Forest Tijuca Forest is the largest urban forest in the world.	Poole	Poole	Quay Houses Bridges Railway Roads	Water - Harbour Islands - Brownsea Beaches- Sandbanks Flatter than Rio.
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<p><u>Skills-Environmental</u></p>	<p>Discuss a variety of celebrations around the world when introduced to them in the setting. Including Christmas, Diwali and Chinese new year.</p>	<p>Notice some human and physical features in the environment, shop, beach, sea, homes, school, road, bus station.</p>	<p><u>To use maps, observations and photographs to name and identify key human and physical features of the Poole.</u></p> <p>Use photographs, aerial photographs and maps to identify human and physical features of London and Poole.</p>	<p>Use photographs, aerial photographs and maps to identify physical features of a Rainforest.</p> <p>Use photographs, aerial photographs and maps to identify and compare human and physical features of Brazil and the UK specifically Rio and Poole.</p> <p>Compare the physical and human similarities and differences between the harbours.</p> <p>Compare weather patterns and seasons within Poole and Rio Harbour using their knowledge of the equator.</p>																												
<p><u>Field Work</u></p>	<p>Observations of school environment and immediate local environment for example taking and looking at photographs and using their senses.</p>	<p>Observations of school environment and immediate local environment.</p> <p>Use Google Maps to zoom in on taught environments.</p> <p>Follow clues on a simple treasure hunt that describes easily identified features.</p>	<p><u>Identify key features of the local area.</u></p> <p>Make observations of the local area through sketching.</p>	<p>Compare seasonal changes.</p> <p><u>Make simple measurements in the locality.</u></p> <p>Organise simple data from fieldwork and recognise patterns.</p>																												
<p><u>Map skills progression</u></p>	<p>Use photographs to locate familiar landmarks.</p>	<p>To know what a map is.</p>	<p><u>Use aerial photographs to recognise landmarks of the locality (Poole).</u></p>	<p>Use aerial photographs to recognise landmarks and basic human and physical features.</p>																												

		<p>Make a 3D map using small world resources</p> <p>Draw information from a simple map.</p> <p>Use simple directional language such as near and far, forwards and backwards.</p> <p>Use photographs to locate familiar landmarks.</p> <p>Recognise parts of the school on a map</p> <p>Draw a simple map from a familiar story map</p>	<p>Label a simple map using a class agreed key.</p> <p>Draw a route from school to Poole Quay on an existing map.</p> <p><u>Use simple compass directions (north, south, east and west) to describe locations and routes on a map.</u></p> <p>Use aerial photographs to recognise landmarks of UK.</p> <p>Use children's maps and globes to locate the United Kingdom and it's capital cities.</p>	<p>Identify the equator and where each country is situated in relation to the equator.</p> <p>Use children's atlases and globes to locate the UK and Brazil.</p> <p>Will use atlases, globes and maps to identify, locate the 7 continents and 5 oceans.</p> <p>Use children's atlases and globes to locate Poole and Rio.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map</p> <p>Draw own maps of Poole Harbour using keys and using an aerial perspective.</p> <p>Label maps of Rio Harbour using own symbols.</p> <p>Use aerial photographs to recognise and compare human and physical features in Rio and compare to our local area.</p>
<u>Map Key</u>	Look at signs and symbols on different types of maps for example in school, and the local community	Identify and recognise signs and symbols on different types of maps for example in school, and the local community	<p>Know that symbols on a map represent key features.</p> <p>Use class agreed symbols to label a map.</p>	<p>Know what a key is and why it is needed.</p> <p>Use and construct basic, symbols to represent a key.</p>
<u>Vocabulary (expressive)</u>	<p>Poole</p> <p>Different</p> <p>Same</p> <p>Celebrate</p>	<p>Poole</p> <p>England</p> <p>London</p> <p>Map</p> <p>Near</p> <p>Far</p> <p>Positional language eg: next to, in between, in front of, behind, beside, opposite, underneath, near, far.</p>	<p>Physical features: beach, cliff, coast, forest, hill, sea, ocean, river</p> <p>Human features: town, factor, house, office, port, harbour, shop, bridge, train line, jetty, island</p> <p>Positional language: next to, in between, in front of, behind, beside, opposite, underneath, near, far</p> <p>Countries: Great Britain, England, Ireland, Scotland, Wales</p> <p>Cities: London, Edinburgh, Cardiff, Belfast</p> <p>Seas: English Channel, North Sea, Irish Sea</p>	<p>Positional language: North, South, East, West</p> <p>Oceans: Pacific, Indian, Atlantic, Southern, Arctic</p> <p>Continents: Asia, Africa, Europe, North America, South America, Oceania/Australasia, Antarctica</p> <p>Countries: Brazil</p> <p>Cities: Rio De Janeiro, Poole (town)</p> <p>Equator</p>
<u>Vocabulary (receptive)</u>			North, South, East, West, border, island	hemisphere, climate
<u>Visions and values</u>	<ul style="list-style-type: none"> We love learning about new things. We can ask great questions to develop our understanding. 	<ul style="list-style-type: none"> We always try our best and are ambitious with our learning. We can make good choices and take responsibility for our own decisions. We encourage and celebrate everyone's individuality.  	<ul style="list-style-type: none"> We can wonder 'why'? We want to find out more. We enjoy being creative and 'thinking outside the box'. We take turns and share. We listen to the thoughts and feelings of others.  	<ul style="list-style-type: none"> We don't give up easily. We know what to do when we are stuck and keep a positive mindset. 

<u>NC Objectives</u>	Begin to understand the need to respect and care for the natural environment and all living things.	Draw information from a simple map.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom	Name and locate the world's seven continents and five oceans.
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	<p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>(Development Matters – Understanding of the world 2021)</p>	<p>Recognise some similarities and differences between life in this country and life in other countries. Describe what they see hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand that some places are special to members of their community.</p> <p>Understand the effect of changing seasons on the natural world around them. (SCIENCE LINK).</p> <p>(Development Matters – Understanding of the world 2021)</p>	<p>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</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>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. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>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</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p> <p>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.</p> <p>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.</p>
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