

GEOGRAPHY



Curriculum

At Healdswood Infant and Nursery School, our geography curriculum encourages our pupils to appreciate their local environment, community and the wider world.

INTENT

At Healdswood Infant and Nursery School, our ambition is to provide our children with a geography curriculum that inspires fascination about the world around them. Through the delivery of our subject specific geography units, and by ensuring the learning is relevant to our children, we will broaden their horizons and develop a curiosity of the world. Linking with Curriculum Pledges, they will further develop their understanding about the roles and responsibilities they have in caring for our world.

IMPLEMENTATION

Our geography curriculum is sequenced coherently so that knowledge is developed through three distinct strands: Locational Geography, Human and Physical Geography and Geographical and Fieldwork knowledge. As pupils progress, they will link prior knowledge in geographical schemas to develop an appreciation of their local environment, community and the wider world. Their knowledge of the world will contribute to their

conceptual understanding of place, space and the environment. They will also explore concepts woven through those strands, such as sustainability and change, encouraging our pupils to appreciate their local environment. At Healdswood Infant and Nursery School, our geography curriculum includes explicitly taught knowledge. In Year 1, pupils begin use maps and recognise physical and human features in their locality, before using maps to explore the United Kingdom and the continents and oceans of the world in Year 2. In Year 2 pupils also compare where they live to places in Non-European countries to develop their global understanding. To help us know more and remember more, there is a focus on learning the subject -specific vocabulary relating to the human and physical aspects of geography.

Fieldwork is integral to becoming a Geographer at Healdswood Infant School and we provide authentic experiences for fieldwork each year in the local environment and to develop human physical geographical knowledge. Our Fieldwork and Mapping progression is sequenced coherently so that knowledge is developed. (*Fig 1*)

At the end of a learning sequence, pupils are provided the opportunity to demonstrate their learning through the use of retrieval quizzes.

Subject Leader: Gemma Green

	Autumn	Spring	Summer
EYFS	Going on local walk...	Polar Regions	Seaside
Year 1	Where's my place...?	Do we live in GB, England or United Kingdom?	What is beside the seaside?
Year 2	Do I appreciate where I live?	What does Earth look like from above?	Where does chocolate come from?

Knowledge	
Nursery	<p>Geographical and Fieldwork Knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know that places of interest in the environment can be used to navigate the area. <input type="checkbox"/> Know that physical features can be used to locate a place. <p>Place and Locational Knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know that I attend school and part of nursery. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know that each day has different weather, e.g. <i>rain</i>. <input type="checkbox"/> Know that there are human and physical features in our environment.
Reception	<p>Geographical and Fieldwork Knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know that information can be drawn from a simple map. <input type="checkbox"/> Know that features of environment vary or change in different locations. <p>Place and Locational Knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know that we live in town called Sutton-in-Ashfield. <input type="checkbox"/> Know that there are different countries and we live in England. <input type="checkbox"/> Know that a map represents different places. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know that there is land and sea. <input type="checkbox"/> Know that there are different types of weather, and it is linked to the seasons. <input type="checkbox"/> Know that there are human and physical features in our local environment.
Year 1	<p>Geographical and Fieldwork Knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know that the UK and its countries can be identified on a map, atlas, globe, or aerial photograph. <input type="checkbox"/> Know that symbols represent features on a map of their school environment (buildings and grounds) <input type="checkbox"/> Know that positional language can be used to follow. <p>Place and Locational Knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know that the UK has four countries and that each country has a capital city. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know that there are seasonal and weather patterns in the world including the UK. <input type="checkbox"/> Know that there are key human and physical features.
Year 2	<p>Geographical and Fieldwork Knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know that a compass can be used for directions. <input type="checkbox"/> Know that there are four main compass directions (N, E, S, W). <input type="checkbox"/> Know that a map can show locations of features and routes. <input type="checkbox"/> Know that there are human and physical landmarks. <input type="checkbox"/> Know that a map has a key with basic symbols. <input type="checkbox"/> Know that the world has continents and oceans. <p>Place and Locational Knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know that the world has continents and oceans. <input type="checkbox"/> Know that there are geographic similarities and differences between the UK and Ghana. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know that the equator, North and South pole exists and their locations. <input type="checkbox"/> Know that there are different types of settlement.

YEAR 1				
Local Environment				
Space	Place	Scale	Environment	Change
United Kingdom & Capital Cities				
Space	Place	Scale	Environment	Change
Coast				
Space	Place	Scale	Environment	Change
YEAR 2				
Local Environment				
Space	Place	Scale	Environment	Change
Continents and Oceans				
Space	Place	Scale	Environment	Change
Ghana				
Space	Place	Scale	Environment	Change

Fieldwork and Mapping Progression* (Fig 1)						
	YEAR 1			YEAR 2		
	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
1. Identify in photographs	✓	✓	✓	✓		✓
2. Visit the Location	✓		✓	✓		
3. Identify in aerial photographs	✓	✓	✓	✓		✓
4. Locate on a Map of the UK		✓	✓	✓		
5. Identify on a Map (OS Symbols)				✓		
6. Locate on an atlas.					✓	✓
7. Describe the location in relation to other locations studied					✓	✓

My Local Area & The United Kingdom

The Coast

The World



Y2: Ghana

Y2: The Poles

Y2: Oceans and Continents



Year

1

Term

Autumn 1

Theme

Space,
Environment and
Change

Enquiry
Question

Where do we belong?

Context

Scope: This unit of study draws on the 'place knowledge' strand of the national curriculum for Key Stage 1. Within this strand, pupils are required to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. The unit also draws on the 'human and physical geography' strand of the national curriculum by introducing pupils to geographical vocabulary they can use to refer to key physical and human features. **Sequence:** A geographer needs the opportunity to explore the geography of their own school grounds and own locality before widening their lens to a national, international or global picture. Through this unit they will understand that a location has both physical and human features, that they can express an opinion on a place and can suggest changes for the future. This unit builds on pupils' Understanding of the World (ELG 13 of the EYFS) where pupils discovered similarities and differences in relation to places. In Reception, pupils also talked about the features of their own immediate environment and how environments might vary from one another.

National Curriculum

- Use directional language to describe the location of places.
- Use simple fieldwork and observational skills to study and devise a map of the school grounds and the key human and physical features of the schools environment.

Knowledge

Prior Learning

Place and Locational
Knowledge

- Know that a *location*** is a place.
- Know that in the world there are things that are made by people and these are called human features.**
- Know that in the world there are things that are not made by people and these are called physical features.**
- Know the local human and physical features through direct observation of the surrounding locality. *For example: Barker Avenue: school, road, pavement, houses, street lights. Fackley Road, fields, grass, meadows, Road, recreation ground: park, path.*
- Know the** purpose of the buildings: doctors, shop, church, and library in the surrounding locality.

(EYFS UKW F1/F2)

Human and
Physical
Geography


- Know that** an **environment** is a place where people live.

(EYFS CB)

Fieldwork

- Know that** a map is a picture or drawing of an area of land or sea.
- Know that an *aerial view* is a view from above** (This includes recognising objects from aerial views).
- Know that *positional* language can describe the location and position of features in relation to each other:** (*Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn.*)
- Know that** fieldwork is the process of *observing* and collecting data in the environment. **Know,** from undertaking fieldwork, that information can be gathered about our local area.

(EYFS – Shape, Space and Measure)

	Year	1	Term	Spring 2	Theme	Place, Space, Scale and Change
	Enquiry Question	Do I live in England, Great Britain or United Kingdom?				
Context						
<p>Scope: This unit of study draws on the 'locational knowledge' strand of national curriculum for Key Stage 1. Within this strand, pupils are expected to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. The unit also draws on the 'human and physical geography' strand of the national curriculum by introducing pupils to basic geographical vocabulary they can use to refer to key physical and human features. Sequence: Prior to this unit, pupils studied their own localities and geography within them. In addition to an understanding of their local area, pupils will be familiar with the vocabulary that can be used to refer to human and physical characteristics. In this unit, pupils go beyond their local area, widening their knowledge to include the whole of the United Kingdom. This unit has been deliberately sequenced with the science unit '<i>Seasons: Spring and Summer</i>' so that links can be made between the two subjects in terms of seasonal and daily weather patterns. This unit will be the foundation to learning about continents in year 2 and the history of London from the GFoL in 1066.</p>						
National Curriculum						
<input type="checkbox"/> Locate and identify the 4 countries of the United Kingdom. <input type="checkbox"/> Identify the Capital Cities of the United Kingdom. <input type="checkbox"/> Use world maps, atlases and globes to identify the United Kingdom and the four countries. counties.						
		Core Knowledge			Prior Learning	
Locational Knowledge	<input type="checkbox"/> Know that the United Kingdom is a union of four countries and the flag is white, blue and red. <input type="checkbox"/> Know that the United Kingdom is made up of England, Northern Ireland, Scotland and Wales. <input type="checkbox"/> Know that England is the most <i>populated</i> country in the United Kingdom. <input type="checkbox"/> Know that the <i>British Monarch</i> (king or queen) live in Buckingham Palace in England. <input type="checkbox"/> Know that the Scottish flag is blue with a white cross. <input type="checkbox"/> Know that the highest mountain in the United Kingdom is Ben Nevis in Scotland. <input type="checkbox"/> Know that the Welsh flag is white & green with a red dragon <input type="checkbox"/> Know that Snowdon is the highest mountain in Wales <input type="checkbox"/> Know that Northern Ireland is the smallest country in the United Kingdom and is located on an island. <input type="checkbox"/> Know that The Northern Irish flag is white with a red cross and white star <input type="checkbox"/> Know that London is the <i>capital city</i> of United Kingdom and England. Glasgow is the capital city of Scotland and Cardiff is the capital city of Wales. <input type="checkbox"/> Know that the countries of the United Kingdom are made up of cities, towns and villages. <input type="checkbox"/> Know that A capital city is the <i>location</i> of the Government (Westminster and Houses of Parliament).			(EYFS UKW) (Ge 1.1) (GE2.) (Hi2.)		
	Human and Physical Geography	<input type="checkbox"/> Know that landmarks are features of a <i>landscape, city or town.</i> <input type="checkbox"/> Know the landmarks: London has many famous landmarks: Thames River, St Paul's Cathedral, Tower Bridge, Gerkin, Buckingham Palace			(Hi2.)	



Context

Scope: In this unit, children will learn about the geographical features of a seaside. They will learn about what it is like at the seaside (physical and human features) and compare that to their local area (Skegby). They will build on their knowledge on the UK by identifying seas and coastal areas (with a focus on the local seaside town of Mablethorpe, Lincolnshire). Within the 'place knowledge' strand' pupils should be taught to understand geographical similarities and differences through the study of human and physical geography of regions of the United Kingdom. Pupils also studied the United Kingdom in Year 1 and will build on this knowledge whilst also using the knowledge as a vehicle for understanding types of settlement and ways of using land. The children will develop their understanding of their own settlement and understanding of the ways that land can be used within a settlement, *e.g. ports and harbours*.

National Curriculum

- Understand geographical similarities and differences through comparing the geography of the United Kingdom (Mablethorpe).



Year

1

Term

Theme

Environment and Change

Enquiry Question

How do the seasons change?

National Curriculum

- Identify seasonal and daily weather patterns in the United Kingdom

Core Knowledge

Prior Learning

Human and Physical Geography

- Know that the four seasons are spring, summer, autumn and winter and know the order of the cycle.**
- Know that it is coldest in the winter and hottest in the summer.**
- Know that *temperature* can be measured using a thermometer.**
- Know the weather is changeable and this makes the seasons.**
- Use geographical language to describe the weather patterns and record observations over time using weather symbols.
- Know that** the weather can be in more than one season.
- Know** and order the seasons of the year (Spring, Summer, Autumn and Winter).
- Know weather-specific vocabulary and link words to the correct seasons (rain, snow, sun, fog, cloud(y), hail, thunder, lightning and wind**
- Know how** to observe and record seasonal changes in the immediate environment (specifically temperature and *precipitation*) and the changes to be seen in trees and *vegetation* around them
- Know that** the leaves on trees change colours to red, yellow, orange and brown, and they fall off the trees.



Year

2

Term

Autumn
1

Theme

Space,
Environment
and Change

Enquiry
Question

Do I appreciate where I live?

Context

Scope: In this unit of work children will be building up their knowledge and understanding on their local area from work in EYFS (school locality, Skegby) and year 1 (geographical features of Skegby). They will progress onto using maps and symbols in more depth and using specific directional language. Sequence: The children will study their own locality and the types of buildings, other significant places within it. This means that pupils bring to this unit, some understanding of their own settlement and some understanding of the ways that land can be used within a settlement. Pupils also studied the United Kingdom in Year 1 and will build on this knowledge whilst also using the knowledge as a vehicle for understanding types of settlement. They will continue to build up their knowledge of the physical and human features of their local area and what makes their locality unique. The children will also learn about the local history of Skegby and how things have changed since the 1900's, including how the land use has changed.

National Curriculum

- Use simple compass directions (North, South, East and West) and locational and directional language to describe the location and routes on a map
- Use aerial photographs and plan perspectives to recognise landmarks and geography of the environment; devise a map; and use and construct symbols in a key
- Use simple fieldwork and observational skills to study the geography of the school and the environment and the key human and physical features of its surrounding environment.

Core Knowledge

Prior Learning

**Human and
Physical
Geography**

- Know that** Human features are things that people have made, like buildings or roads. ®
- Know that** Physical features are *natural* things that were already in the place, such as trees or rivers. ®

(EYFS UkW)

(EYFS UkW)

**Place
Knowledge**

- Know that** a *village* is smaller than a town
- Know that** all streets have a name and a post code.

Fieldwork Knowledge

- Know that a *settlement* is a place where at least one human has chosen to live.**
- Know that** a settlement can be temporary or permanent.
- Know that a *route* is a direction from a location to another.**
- Know that a map shows human and physical features from an aerial view and can be used to follow a route.**
- Know that a compass can be used to find *direction*. A compass has four points; north, south, east and west.**
- Know that** Maps use **symbols** to show **points of interest**.
- know that** land use is different in surrounding locality.
- Know that maps have a key which explains any symbols.**
- Know that** a city usually has **commercial, residential** and **industrial** areas.

(Ge2.2)

(Ge1.1)

(Ge1.1)

Hi2.2



Year

2

Term

Summer
2

Theme

Place, Scale
environment and
change

Enquiry
Question

Where in the world?

Context

Scope: This unit of study draws on the 'locational knowledge' strand of national curriculum for Key Stage 1. Within this strand, pupils are expected to name and locate the world's seven continents and five oceans. The unit also draws on the 'human and physical geography' strand of the national curriculum by teaching pupils the location of hot and cold areas of the world in relation to the Equator and the North and South Poles and by building on their vocabulary of geographical terms.

Sequence: Prior to this unit, pupils in Year 1 studied their own localities, the United Kingdom, and the human and physical geography within each. Pupils will be familiar with some of the vocabulary that can be used to refer to basic human and physical characteristics. In this unit, pupils go beyond the United Kingdom for the first to explore the world as a whole. This unit has been deliberately placed alongside the science unit 'Habitats' so that links can be made between the two subjects.

National Curriculum

- Locate the world's 7 continents and 5 oceans.
- Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Core Knowledge

Prior Learning

Locational
Knowledge

- Know that** a globe shows where there is land and sea. A continent is an area of land.
- Know that a globe shows the world.**
- Know that** there is one global ocean that is often divided into five oceans and locate them on a world map.
- Know that there are seven continents: Europe, Asia, Africa, North America, South America, Antarctica, Australia (also known as Australasia and Oceania).**
- Know that there are five oceans: Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas.**
- Know that** The United Kingdom is an island *surrounded* by the Atlantic Ocean, English Channel, Irish Sea and North Sea
- Know that** Asia is the *largest* continent.
- Know that the world is made up of different countries.**
- Know that the equator is an *imaginary* line that divides the Earth into two parts: The Northern and Southern Hemispheres.**
- Know that** continents have different climates depending on where they are located in the world
- Know that countries that are further North or South of the equator experience a change in seasons, when hot weather follows cold weather.**
- Know that** a climate of a place can be identified by the types of weather, plants and animals found there
- Know that** countries which are located near the equator have high temperatures.
- Know that** countries which are located near the poles have polar temperatures (polar regions). Antarctica is the southernmost continent on Earth and has the largest desert.

(EYFS UKW
F1/F2)

(Ge1.3)

(SC1.5)

(EYFS CB)

(SC2.1)

<p>Human and Physical Geography</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Know that a savannah – is a large flat area of land, covered in grass. <input type="checkbox"/> Know that a rain forest is similar to a forest with trees however it rains and has a warm <i>climate</i>. <input type="checkbox"/> Know that the oceans are being damaged by overfishing and plastic waste. Know that Green Peace is a charity that is trying to <i>protect</i> the animals in the oceans. 	<p>(SC1.2)</p>
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**Language to be taught in context*

*** ® Revisit*



Year	2	Term	Summer	Theme	Scale, environment and change
Enquiry Question	Where does chocolate come from?				

Context

Scope: This unit of study draws on the 'place knowledge' strand of the national curriculum for Key Stage 1. Within this strand pupils are required to 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. The unit also draws on the 'human and physical geography' strand of the national curriculum by teaching pupils the location of hot and cold areas of the world in relation to the Equator and by developing vocabulary of geographical terms. **Sequence:** Prior to this unit, pupils studied their own local area, the United Kingdom and the countries within it in Year 1. In Year 2, they studied the continents and oceans of the wider world. Pupils will bring to this unit, a knowledge of where the African continent is and some of its key human and physical features. This unit focusses in on specific regions within Ghana and pupils will be able to make direct comparisons between these localities and their own. This unit builds on pupils' Understanding of the World (ELG 13 of the EYFS framework) where children explored farming and children's understanding of food imports and exports in to ports and harbours in Year 1.

National Curriculum

- Understand geographical similarities and differences through comparing the geography of a small area of the United Kingdom, and the geography in a contrasting non-European country.

	Core Knowledge	Prior Learning
Locational Knowledge	<ul style="list-style-type: none"> <input type="checkbox"/> Know that farms and fields are human features, and vegetation is a physical feature. <input type="checkbox"/> Recognise farms, fields and vegetation in photographs (including aerial photographs or the United Kingdom and Ghana) <input type="checkbox"/> Know that crops are plants such as wheat or potatoes that are <i>planted</i> by the <i>farmer</i> in fields to make food that they then sell to other people) <input type="checkbox"/> Know that our food is grown on farms and that we eat food that is grown in different parts of the world. <input type="checkbox"/> Know that food is transported to and from all over the world, 	<p>(EYFS CB)</p> <p>Ge1.1</p> <p>(EYFS CB)</p> <p>(EYFS CB)</p> <p>(Ge 1.3)</p>
Place Knowledge	<ul style="list-style-type: none"> <input type="checkbox"/> Know that Ghana is located on the <i>equator</i>. Europe and Africa are continents. <input type="checkbox"/> Know that that England and Ghana are countries. <input type="checkbox"/> Know that the UK and Ghana are made up of villages, towns and cities. <input type="checkbox"/> Know that Obuasi is a small town in Ghana. know how to compare the physical features of Obuasi and the surrounding area (vegetation suited to a dry climate (linked to the countries seasons) to Skegby and the surrounding area, noting the difference in topography and vegetation; know how to compare the climate of Obuasi to that of Skegby <input type="checkbox"/> Know that Ghana and the UK have different climates. Know that the climate of Ghana is tropical (warm) <input type="checkbox"/> Know that Ghana and Skegby have similarities and differences. 	<p>(Ge 2.1)</p> <p>(Ge 2. 2)</p> <p>(Ge1. Seasons)</p> <p>(Ge 2. 2)</p>

Human and
Physical
Geography

- Know that a non-European country is a country outside the continent of Europe.**
- Know that** growing crops is called *agriculture*.
- know that rural areas are *sparingly* populated with fewer buildings and amenities, and that rural areas are characterised by farmland and countryside.**

(Ge 2.1)

Vocabulary to be taught in context

** ® Revisit

SUBJECT SPECIFIC-VOCABULARY (TIER 3)

YEAR 1: Local Area / Fieldwork

Village
Town
Church
Library
Environment
Aerial
Location
Map

YEAR 2: Local Area / Fieldwork

Route
Aerial Perspective
Ecosystem
Compass [North, South, West and East]
Compass
Direction / Route
Symbol
Residential
Settlement
Forest

YEAR 1: London/UK

United Kingdom / Great Britain
Sea
Union
Map
Capital City
Country
Landmark
Monarch
Island
Mountain
Government

YEAR 2: Continents and oceans

Ocean
Globe
World Map
Continent
Equator
North / South Hemisphere
Climate
Temperature
Polar regions / Poles

YEAR 1: Coast

Seas
Ocean
Weather
Aerial
Equator
Globe
Island
Harbour
Coastal / Coast
Tourist
Amenities
Transport
Lighthouse
Cliff
Shore

YEAR 2: Ghana

Farming
Populated
Produce
Deforestation
Agriculture
Vegetation
Topography