Geography Curriculum at St. James' C of E Infant School

There are 3 Geography driven topics which are taught in Key Stage 1.

Each topic is started with a big question which the children are invited to answer at the beginning of the topic and then again at the end.

How could you find a friend?	Map Skills Knowledge of the UK Knowledge of the world
Could you survive in the desert?	Weather Seasons Seasonal Changes
What if you were lost?	Map Skills Knowledge of the UK Knowledge of the world

Year 1

Develop knowledge about the locality

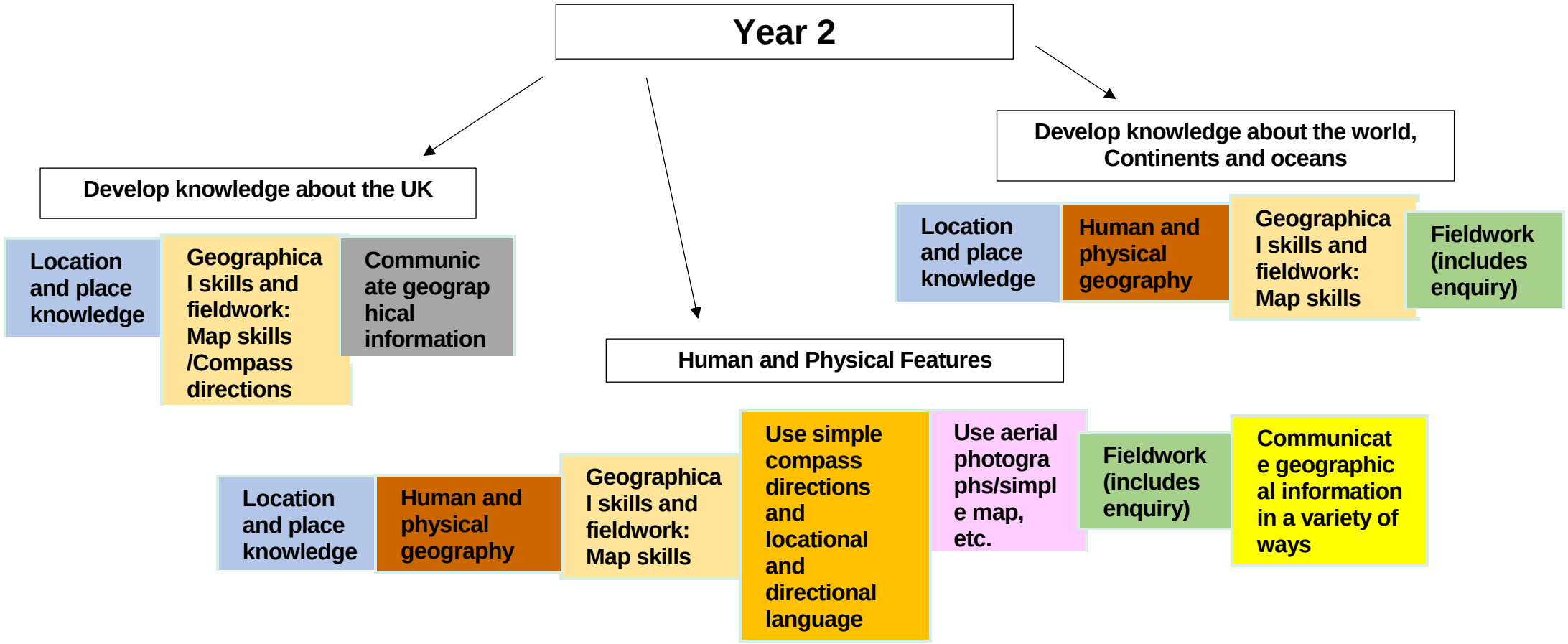
- Location and place knowledge
- Geographical skills and fieldwork: Map skills
- Fieldwork (includes enquiry)

Understand geographical similarities and differences

- Location and place knowledge
- Human and physical geography
- Geographical skills and fieldwork: Map skills
- Use aerial photographs/simple map, etc.
- Fieldwork (includes enquiry)

Develop knowledge about the UK

- Location and place knowledge
- Human and physical geography
- Geographical skills and fieldwork: Map skills
- Use aerial photographs/simple map, etc.
- Fieldwork (includes enquiry)


Year 2
Develop knowledge about the UK
Location and place knowledge
Geographical skills and fieldwork: Map skills /Compass directions
Communicate geographical information
Develop knowledge about the world, Continents and oceans
Location and place knowledge
Human and physical geography
Geographical skills and fieldwork: Map skills
Fieldwork (includes enquiry)
Human and Physical Features
Location and place knowledge
Human and physical geography
Geographical skills and fieldwork: Map skills
Use simple compass directions and locational and directional language
Use aerial photographs/simple map, etc.
Fieldwork (includes enquiry)
Communicate geographical information in a variety of ways

Year 1

Developing knowledge about the locality

Location and place knowledge

CORE
Study and describe Geography of the school grounds. - Name the city in which school is -Walk the boundary of the school

WORKING DEEPER
Start to recognise the difference between natural and man-made features. Label the man-made objects on the school grounds.

Geographical skills and fieldwork: Map skills

CORE
Can talk about a map of the school

Map skills: Draw simple picture maps/plans with labels of known places, e.g. school/grounds or scenes made from small world play toys

Draw a map of the school grounds/Identify the pod/Identify Blossom/Identify where we teach Forest Schools

Understand and use simple compass directions (N, S, E, W)

Use directional language (e.g. near and far, left and right)

WORKING DEEPER
Give/follow directions using up/down, left/right and the 4 compass points
Paired work within the school friends
Directing friends to different places

Fieldwork (includes enquiry)

CORE
Use senses to observe places in and around the school – What can you see? What can you smell? What can you hear?

Observe different houses and buildings around the school – Do a perimeter walk, what can you see?

WORKING DEEPER
Begin to verbalise and justify opinions about what they like and dislike – model opinions (looks dirty/does not match)

Developing knowledge about the UK

Location and place knowledge

CORE
Can recognise the United Kingdom in weather forecasts – trace a map of the UK, identify Derby on the map

Human and physical geography

CORE
Can explain why people talk so much about the weather and why we need weather forecasts? – Discuss activities appropriate to different kinds of weather

Describe different weather conditions in the school grounds in different seasons – Where will it get muddy? Where will the puddles be?

WORKING DEEPER
Can begin to understand the interaction between physical and human processes
Start to predict what the weather will be like tomorrow
Explain how people adapt to cope with weather, e.g. raincoats, windbreaks, greenhouses – dress dolls appropriate to the time of year

Geographical skills and fieldwork: Map Skills

CORE
Use world maps, atlases and globes to identify and recognise the UK

WORKING DEEPER
Further develop map skills through basic understanding of simple UK weather maps

Use aerial photographs/simple map, etc.

CORE
Start to interpret simple weather maps and symbols – create your own class weather chart

Use and construct basic symbols with a key on a simple weather map or chart

Fieldwork (includes enquiry)

CORE
Record seasonal changes in words, data, photographs, etc. (create seasons floorbook throughout the year)

WORKING DEEPER
Make or use simple weather devices such as rain gauges/weather vanes

Design and Technology Link: Design and make weather collecting equipment

Understanding geographical similarities and differences

Location and place knowledge

CORE
Begin to recognise that not all places are the same as the area in which they live – compare different places e.g. city of Derby and dessert, UK and Sri Lanka

Can explain a few similarities and differences between places in different parts of the world

Human and physical geography

CORE
Annotate physical and human features on photographs using correct geographical vocabulary

Use basic geographical vocabulary to refer to key physical and human features

Geographical skills and fieldwork: Map skills

CORE
Use atlases and globes to identify their own locality in the UK and the area in a contrasting non-European country

WORKING DEEPER
Use a range of secondary sources (maps, photographs, stories, websites, films, personal accounts) to further explore the place

Use aerial photographs/simple map, etc.

CORE
Find information from maps or aerial photographs

Use their own simple symbols to make a simple map with a key

Fieldwork (includes enquiry)

CORE
Use simple fieldwork/observational skills to study local area to compare to images of the contrasting place

OUR LEARNING LADDER	Vocabulary
Can you name different countries?	countries town city beach farm house
Can you find the country you live in?	forest hill mountain sea river soil
Can you find/name the 4 countries in the UK?	location weather maps globe near/far
Can you label the physical features on a map?	left/right place
Can you recognise human features?	

Year 2

Developing knowledge about the UK

Location and place knowledge

CORE
Match 4 capital city names to countries and place photographs on an outline map

Name the seas around the UK (North, Irish and Celtic seas and English Channel)

WORKING DEEPER
History/Science/Art Link: Link significant people, scientists and events studied to their geographical location and places in the UK, e.g. Fire of London, Gunpowder Plot,

Remembrance Day Parade, etc.

Geographical skills and fieldwork: Map skills

CORE
Use world maps, atlases and globes to identify the UK and its countries

Locate countries on a plain base map

Able to place capital city names in the correct place on a plain base map

WORKING DEEPER
Draw a freehand simple outline map of the UK

Use aerial photographs or Google Earth to recognise human and physical features of the 4 capital cities, e.g. rivers and landmarks to annotate a printed map

Construct basic symbols in a key to represent the characteristics of the UK

Extension for British Values/SMSC: Make suggestions for A to Z for UK cities, physical or human geographical features or for elements of British Values – Acceptance,

Bravery, Courage, etc.

Geographical skills and fieldwork: Use simple compass directions, etc.

CORE
Use 4 compass points to describe location of the cities, e.g. Cardiff is west of London, Edinburgh is north, etc.

Communicate geographical information in a variety of ways

CORE
English Link: Write a guidebook (with maps) for the UK, applying geographical terms to describe each country's characteristics

Developing knowledge about the world - Continents and oceans | 33.33%

Location and place knowledge

CORE
Name and locate the world's seven continents independently

Name and locate the five oceans

WORKING DEEPER
Show routes of explorers studied in History (e.g. Scott, Amundsen, Columbus) on a printed map of the world, naming continents/oceans

Apply knowledge of the world and hot/cold areas when writing about explorers

Human and physical geography

CORE
Study simplified temperature data and compare for Arctic, Antarctic and other places lying on the equator

Geographical skills and fieldwork: Map skills

CORE
Use a variety of maps, atlases & globes to identify the continents and oceans

Understand the purpose of maps

Locate the equator on a globe and track it around the world

Use secondary sources to investigate the world: Websites, photographs, stories, film

WORKING DEEPER
Make a globe from memory on a balloon

Y2 Science Link: "Living Things and their habitats" - Locate pictures of animals/plants in the correct locations on a map or globe

Fieldwork (includes enquiry)

CORE
Use simple fieldwork and observational skills to study key physical features such as taking temperature readings in the locality

Compare with weather readings around the world

WORKING DEEPER
Use thermometer to take accurate readings

Apply appropriate standard units to compare temperature (°C) around the world. Record results using >, <, =

Human and physical features of the school's surrounding environment

Location and place knowledge

CORE
Demonstrate a developing knowledge about the locality

Human and physical geography: Use basic geographical vocabulary to describe key physical and human features

CORE
Use and understand basic geographical vocabulary to describe key physical features

WORKING DEEPER
Spoken English Link: Actively participate in class discussions drawing on what is already known or new information and vocabulary

Consider the opinions of others

Geographical skills and fieldwork: Use maps, atlases and globes

CORE
Use simple letter/number coordinates and simple grids to locate features

Use simple compass directions and locational and directional language

CORE
Use simple compass directions and locational and directional language to describe the location of features and routes on a map

Use symbols (own design or Ordnance Survey) with a key to show features

WORKING DEEPER
Maths Link: Apply mathematical vocabulary to describe position, direction and movement

Understand the need for a compass - set clues for others to follow

Understand the need for a key and standard Ordnance Survey symbols to represent human and physical features

Use aerial photographs, etc.

CORE
Annotate an aerial photograph with correct geographical vocabulary and use to draw a simple map (before a visit) and follow route (after the visit)

Devise a simple map by transferring child's eye view to a bird's eye view, using basic symbols in a key

Fieldwork (includes enquiry)

CORE
Uses first hand observation to investigate a place as part of local area enquiry

Ask and respond to questions on a visit to an area (different to that covered in Y1)

WORKING DEEPER
Raises own questions about aspects which interest them

Use first hand observation to investigate places linked to questions raised

Conduct a simple child-led enquiry, selecting from the list of questions about issues which interest or affect the class

Communicate geographical information in a variety of ways

CORE
Maths Link: Record information in simple tables, pictograms, tally charts

Extended Writing: Complete a piece of extended real-life writing to communicate knowledge gained through fieldwork experiences and enquiry, using key geographical vocabulary

(Could be a report, persuasion, explanation)

WORKING DEEPER Express opinions gained during fieldwork, using vocabulary appropriately English Link: Apply key words, including new vocabulary from their investigations and reading, discussing and clarifying the meanings of words

OUR LEARNING LADDER	Vocabulary
Can you name/identify the 5 oceans? Can you name/identify the 7 continents? Can you find and identify places using different equipment? Can you use simple compass direction? Can you recognise physical features? Can you compare a hot and cold country? Can you talk about the location of hot and cold locations in relation to the equator? Can you compare human and physical features?	village factory office port harbor cliff coast ocean valley vegetation atlas compass directions (North, South, East, West) features location route equator compare physical human