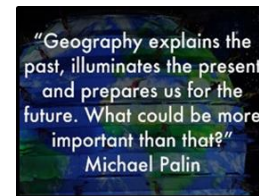




Our Intent: We want children to become familiar with their locality but we also want them to be inquisitive about the wider world and to be motivated to find out about different areas (some children have more experiences outside their locality than others). We want to develop a strong sense of place and encourage geographical enquiry which engages our children. We want to make geography relevant to the lives of our children; we want them to start to become investigators of geographical issues as they progress through key stage 2 so we need to equip them with the geographical skills and knowledge to lead the way for this during KS1. We want our children to experience looking at maps, atlases and experience stories that have a geographical content. We also want children to begin to gain an understanding of environmental issues. Most of all we want our children to be little explorers with a thirst of knowledge about our world.



EYFS DFE Understanding the world Definition: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. Starting in EYFS children begin to develop their knowledge of distance about distance, orientation, scale and positioning systems which gives them the framework they need to understand locational knowledge later.

KS1 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 and understanding provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims: 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.

Pupils should 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.

Knowledge

Substantive knowledge - The what we need to know!

Rationale for content choice:

Locational/Place Knowledge: In geography, Foundation stage 1 works on the location of objects in the immediate environment moving onto understanding that our school is in Arnold which is part of Nottingham and Nottingham is part of England in F2. Discussions begin about features of place. This moves on in F2 to know that there are other countries in the world that are different discussed through Chinese New Year and our Ticket to Ride theme. We build on this knowledge in Year 1 with further investigation of our local area beyond the school to identifying features of our locality (Arnold). The human and physical features of Arnold are investigated before moving onto identifying the four countries, the four capital cities and the surrounding seas. In year 2 the strand is developed further with the children understanding of the local area is extended to learning about Nottingham as a city and its geographical features. The children move onto learning about the 7 continents and 5 oceans and when studying a town in Africa as a contrasting locality they begin to learn about the Equator and study the human and physical features, identifying similarities and differences to here



Locational / place knowledge:

Classroom---> School ---> Arnold---> Nottingham ---> Countries of the UK and surrounding water ---> Nottingham recap ---> oceans ---> equator ---> continents ---> Comparison of contrasting location

Human and Physical knowledge:

Human and physical knowledge is intertwined within all of our geographical teaching. In F1 children begin by looking at similarities and differences between ourselves and move onto work on differences between seasons in F2. Daily and seasonal weather patterns are explored in UK in year 1. In year 2 we compare our weather patterns with the weather patterns in a contrasting location. This is a direct contrast to the climate that we covered in the Antarctic in history in Year 1

Ourselves → seasonal weather patterns → differences between seasons → daily and seasonal weather patterns → knowledge of the equator → compare weather patterns in a contrasting location

At Pinewood we think it is important to start small and close and then focus on areas further away. In nursery the children learn how to care for their local environment. The children then begin to learn about the differences between life in this country and another county e.g. transport. In year 1 children are introduced to the human and physical features locally through their geographical enquiry and fieldwork sessions. The children will be specifically taught the difference between a town, village and city and learn the human and physical features found at the seaside. In year 2 the children move onto comparing and contrasting the physical and human features of a non-European locality (Hong Kong) with Nottingham.

Exploring our own environment → differences between here and another country → understanding the difference between a town, village, city → human and physical features at the seaside → comparison of human and physical features of a contrasting location

Geography Knowledge Progression Overview



Coverage and progression	F1	F2	Y1	Y2	Y2 Exceeding
Locational Knowledge	<p>Know where things belong in my environment e.g. where my bottle/coat/painting goes</p> <p>Know that we live in Arnold</p>	<p>Know about the features of their own immediate environment at a simple level</p> <p>Know that we live in Arnold a part of Nottingham</p> <p>Know that we live in England</p> <p>Know there are lots of countries in the world that are all different</p>	<p>Know the names, locate and identify characteristics of the four countries and the capital cities of the United Kingdom and its surrounding seas</p>	<p>Know the names and locate the world's seven continents and five oceans.</p> <p>Know the position of the equator</p>	<p>Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics</p> <p>Name and locate counties and cities of the United Kingdom.</p> <p>Identify human and physical features e.g. hills, mountains, coasts and rivers.</p>
vocab	<p>Arnold, school, class</p>	<p>Arnold, England, school, class, park, country, environment</p>	<p>England, Scotland, Wales, Northern Ireland, English Channel, North Sea, Celtic Sea, Irish Sea, Atlantic Ocean</p>	<p>Europe, Asia, North America, South America, Oceania (Australia), Antarctica, Atlantic Ocean, Arctic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean, equator, continent, country</p>	<p>Hills, mountains, coasts, rivers, lake, pond, harbour, port</p>
Place Knowledge	<p>Know the name of different objects in their immediate environment</p> <p>Know and talk about some of the places visited (e.g.: the park/ASDA)</p>	<p>Know and discuss their local environment</p> <p>Know how familiar environments might vary from one another e.g. the Hobbucks and Arnold</p> <p>Know other countries might be different from each other.</p>	<p>Know the human and physical features of a place in England</p> <p>Know the geographical similarities and differences through studying the human and physical geography of a contrasting small area of the United Kingdom e.g. a local park</p>	<p>Know the geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European</p> <p>Know the location of hot and cold areas of the world in relation to the Equator and the North and South Pole</p>	<p>Describe geographical similarities and differences through studying the human and physical geography of a contrasting non-European country</p>
vocab	<p>school, house, class, garden, park, Asda, shop</p>	<p>school, house, class, garden, environment, place, house, Hobbucks, Arnold, park, country, hot, cold, quiet, busy calm, same, different</p>	<p>similar, different</p> <p>Human features- beach, cliff, coast, forest, hill, mountain, sea, ocean, river, season and weather</p> <p>Physical features - farm, city, house, shop, town, village port</p>	<p>population, equator, North and South pole, weather</p> <p>Human features- beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, season and weather</p> <p>Physical features - Factory, farm, city, harbour, house, shop, town village port, south</p>	<p>vegetation, tropical, climate, crops</p>

Geography Knowledge Progression Overview



Human and physical geography	<p>Know how to respect and care for the natural environment</p> <p>Know how to pretend and imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea</p> <p>Know my friends have similarities and differences</p>	<p>Know that seasons change and the differences between them e.g. cold in winter, warmer in summer</p> <p>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</p>	<p>Know how to Identify seasonal and daily weather patterns in the United Kingdom</p> <p><i>Know the main differences between city, town and village including the use of geographical vocabulary e.g. farm, shop, factory</i></p>	<p>Know how to identify key human and physical features of the contrasting locality in Non-European countries</p>	<p>Describe and understand key aspects of physical geography e.g. rivers, mountains and the water cycle</p> <p>Describe and understand key aspects of human geography e.g. settlement, land use and economic activity</p>
Vocab	Litter, flower, same, different	Winter, spring, summer, Autumn, season, cold, warm, hot, weather similar, different, country	Winter, spring, summer, Autumn, season, cold, hot, warm, weather, factory, farm, city, harbour, house, shop, town, village port	continent, country, compare Physical features- beach, cliff, coast, forest, hill, mountain, sea, ocean, pond, lake, river, valley, season and weather Human features - Factory, farm, city, harbour, house, shop, town, village, port	water cycle

Skills are dependent on specific knowledge. A skill is the capacity to perform or discuss and in order to do this a deep body knowledge needs to be acquired and retained.

HIGHLIGHTED YELLOW ARE THE ELG'S.

Rationale for content choice:

Disciplinary knowledge: How to think like a geographer!

Geographical Enquiry: In geography in F1 the children explore their immediate environment extending to working with simple maps in F2, looking at the natural environment and becoming little explorers! Maps, photos, ICT etc are then used in Year 1 to investigate the local surrounding of the school (Arnold). They are also encouraged to ask and respond to simple questions. Geographical enquiry is then further built upon in Year 2 where they use a range of geographical sources to identify and compare features of a contrasting locality.

Immediate environment → maps can be used to explore → ask and answer questions → use geographical sources → identify and compare features of a contrasting locality

Field work: Geography begins in F1 where children are encouraged to locate objects in their classroom environment using positional language. Then in F2 we build upon this by focusing on maps - a map of the classroom in the Autumn term and the school environment later in the year. The children experience viewing the school on Google maps and Digimaps so they can explore where school is in relation to their home. In year 1 we revisit maps of school grounds and look at extending this to viewing maps of Arnold our local area and devising our own maps, including maps using a key. As the year progresses, we look wider at the UK capital cities and countries using both globes and atlases. In year 2 field work skills are recapped as we revisit Arnold our local area through aerial photographs and maps. We then build up on this knowledge by creating a route map to Nottingham Castle after our educational visit there. As they move through year 2 children use atlases and globes to identify continents and oceans.

Locate objects-> class maps--->maps of school environment---> Maps of Arnold---> keys --->maps, atlases, globes

Geography Knowledge Progression Overview



Geographical Enquiry	<p>Know about my immediate environment</p>	<p>Know why things occur in their immediate environment</p> <p>Know that a simple map can give me information</p> <p>Know that Google Earth/ Digimaps can be used to explore and have looked for familiar landmarks</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>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.</p>	<p>Know how to ask and respond to simple closed questions</p> <p>Know with support how to use nonfiction books, stories, maps, pictures, photographs, IT as sources of information.</p> <p>Know how to investigate their surroundings</p> <p>Know where things are within school and the local area</p> <p>Know how to draw a simple map</p>	<p>Know how to read simple geographical questions</p> <p>Know how to use nonfiction books, stories, maps, pictures, photographs, IT as sources of information</p> <p>Know how to make appropriate observations about why things happen</p> <p>Know the features of different places and make comparisons</p> <p>Know that you can communicate findings in a different way e.g. lists, expressing own views, letter</p>	<p>Begin to know how to ask / initiate geographical questions.</p> <p>Know how to use a range of nonfiction books, stories, maps, pictures, photographs, IT as sources of information to investigate places and themes.</p> <p>Know how to analyse evidence and begin to draw conclusions. e.g. make comparisons between two locations using photographs / pictures, temperatures in different locations</p>
Vocab	<p>school, house, class, garden, park, Asda, shop</p>	<p>school, house, class, garden, environment, place, home, house, map</p>	<p>environment, map, key, near, far, distance, town, school</p>	<p>map, atlas, key, globe, earth, symbol, North, East, South, West, weather, vegetation, population, city, town,</p>	<p>temperature</p>

Geography Knowledge Progression Overview



Field work	<p>Know how to use simple positional language</p> <p>Know about places in and around school</p>	<p>Know how to use everyday language to talk about position and distance</p> <p>Know that information can be drawn from a simple map</p> <p>Know about places in and around school</p>	<p>Know that the UK and its countries can be located on world maps, atlases and globes</p> <p>Know locational language and directional language to describe the location of features and routes on a map</p> <p>Know how to follow simple picture maps e.g. to move around school or imaginary location and recognise that it is about a place</p> <p>Know how to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Know how to devise simple plan views / maps</p> <p>Know how to use and construct basic symbols in a key or use own symbols on a real or imaginary map</p> <p>Know how to use simple field work and observational skills to study the geography of their school and its grounds</p>	<p>Know how to use world maps, atlases and globes to identify the continents and oceans</p> <p>Know how to use simple compass directions and locational and directional language to describe the location of features and routes on a map</p> <p>Know how to follow a simple map/ route</p> <p>Know how to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Know how to devise simple plan views / maps / routes</p> <p>Know how to use and construct basic symbols in a key</p> <p>Know how to use simple field work and observational skills to study the key human and physical features of its surrounding environment</p>	<p>Know how to use world maps, atlases, globes and digital / computer mapping to locate countries and describe features studied</p> <p>Know how to use letter number coordinates to locate features on a map</p> <p>Know the eight points of a compass</p> <p>Know how to use field work to observe, measure, record and present the human and physical features in the local area.</p>
Vocab	up, down, near, far	forwards, backwards, next to, map, route, direction	left, right, map, plan, route, landmark, key, symbols, distance, aerial view	North, South, East and West, near, far, map, globe, earth, atlas, aerial photograph, route, key, symbols compass	Coordinates, North-East, South-East, South-West, North-West