

Subject: Geography

	EYFS	KS1	
	YR	Y1	Y2
Curriculum Purpose of study:	<p>Children develop and learn in different ways. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development. They foster the characteristics of effective early learning:</p> <ul style="list-style-type: none"> • Playing and exploring • Active learning • Creating and thinking critically 	<p>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, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.</p>	
Curriculum Aims:	<p>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.</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ♣ 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. 	

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<p>Curriculum Subject Content / Attainment:</p>	<p>ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - 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>ELG: The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - 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>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.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • 1♣ name and locate the world’s seven continents and five oceans • 2♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> • 1♣ 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>Human and physical geography</p> <ul style="list-style-type: none"> • 1♣ 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 • 2♣ use basic geographical vocabulary to refer to: • 3♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • 4♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • 1♣ 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 • 2♣ 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 Geography – key stages 1 and 2 3 • 3♣ 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 • 4♣ 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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Autumn 1	<p>Topic: All about Me</p> <p>Curriculum:</p> <ul style="list-style-type: none"> Finding our way around the school Similarities and differences between homes Where is our school? <p>Key Questions:</p> <ul style="list-style-type: none"> Where do you live? <p>Onslow:</p> <ul style="list-style-type: none"> Focus on our community and where we all come from Start woodland sessions 	<p>Topic: The Great British Tour</p> <p>Curriculum:</p> <ul style="list-style-type: none"> Locational knowledge 2 Geographical skills and Fieldwork 1 using maps, globes atlas' to identify UK and its countries Looking at each UK country, compare and contrast, main features, Geographical skills and Fieldwork 4 Study the geography of the school and grounds and key human and physical features of the surrounding environment. Human and Physical Geography 3 4- human and physical vocab e.g. farm, mountain, coast <p>Key Questions:</p> <ul style="list-style-type: none"> Which countries are in the UK? Which seas surround the UK? What are the capital cities of the four UK countries? How are the UK countries similar, different- language/ environment/ food/ weather Do you like our local environment? Should it change? What facilities are in the local area? What else may people need/ want in the local environment? <p>Onslow:</p> <ul style="list-style-type: none"> Wow day- food and dance from the 4 UK countries Visitors from each country Woodland sessions 	<p>Topic: Into the Dark (Florence Nightingale/GFOL)</p> <p>Curriculum:</p> <ul style="list-style-type: none"> Locational knowledge 2- London/UK Geographical skills 3- maps of London/UK/ Crimea Geographical vocabulary - physical features river, weather, human features - city <p>Key Questions:</p> <ul style="list-style-type: none"> What is a landmark? - link to London What is a map used for? Why do people need maps? Why do maps have keys? What is the capital city of England? <p>Onslow:</p> <ul style="list-style-type: none"> Wow day, Florence Nightingale
Autumn 2	<p>Topic: Celebrations</p> <p>Curriculum:</p> <ul style="list-style-type: none"> Diwali: where is India, traditions Transport- how we get to school? Travel tracker <p>Key Questions:</p> <ul style="list-style-type: none"> Does all food come from England? Why not? 	<p>Topic: Terrific Transport (History focus this half term)</p> <p>Onslow:</p> <ul style="list-style-type: none"> Record temperature/weather daily, look at weather maps online to observe weather differences/temperature in Guildford and around the Woodland sessions, UK and the world. 	<p>Topic: Into the Dark (Guy Fawkes & Owl who was afraid of the dark)</p> <p>Curriculum:</p> <ul style="list-style-type: none"> (History focus this half term) <p>Key Questions:</p> <ul style="list-style-type: none"> Where are the Houses of Parliament? <p>Onslow:</p>

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	<p>Onslow:</p> <ul style="list-style-type: none"> Woodland sessions Road safety week 		<ul style="list-style-type: none"> Wow day - Great Fire of London Woodland sessions
Spring 1	<p>Topic: Once upon a Time</p> <p>Curriculum:</p> <ul style="list-style-type: none"> Traditional tales from around the world. Beebot- map of a town and labelling e.g. road shop <p>Key Questions:</p> <ul style="list-style-type: none"> What is a map? Why do we use maps? Is it like this in England? How is Guildford different to....? <p>Onslow:</p> <ul style="list-style-type: none"> Woodland sessions 	<p>Topic: Our wonderful world: Wintery Wonderlands</p> <p>Curriculum:</p> <ul style="list-style-type: none"> Geographical skills 1- using atlas' globes, to locate cold areas of the world Google Earth- aerial views, factsheets Human and Physical Geography 1- locate cold areas of the world, Equator and North and South Poles <p>Key Questions:</p> <ul style="list-style-type: none"> Why is the area around the poles of the Earth cold? Why is icy in the Arctic/Antarctic? What can we learn about the world by.. reading stories? Using satellite images? <p>Onslow:</p> <ul style="list-style-type: none"> Wow Day - ice experiments Woodland sessions 	<p>Topic: Explorers</p> <p>Curriculum:</p> <ul style="list-style-type: none"> Locational knowledge 1- continents and oceans Geographical skills 1- maps, atlas', globes to identify oceans, continents and countries <p>Key Questions:</p> <ul style="list-style-type: none"> Which countries were the explorers from? Where did they explore? How did they feel in the places they visited? Which oceans have the explorers crossed? Which continents are they exploring? <p>Onslow:</p> <ul style="list-style-type: none"> Climate-differences around the world Sylvia Earle- saving the oceans/ saving the planet Save the ocean poster Woodland sessions
Spring 2	<p>Topic: Once Upon a Time – Fantasy Stories</p> <p>Curriculum:</p> <ul style="list-style-type: none"> Different types of buildings, e.g. castles Stories from around the world <p>Key Questions:</p> <ul style="list-style-type: none"> How is this story setting different/similar to where we live? Can we find this country on the globe? Do we live near this country? 	<p>Topic: Our wonderful world: Sizzling Equators</p> <p>Curriculum:</p> <ul style="list-style-type: none"> Geographical skills 1- using atlas' globes, to locate hot areas of the world Google Earth- aerial views, factsheets Human and Physical Geography 1- locate hot areas of the world, Equator and North and South Poles Compare and contrast hot and cold landscapes. Geographical vocabulary - physical features, ,desert. human features - village, town <p>Key Questions:</p> <p>Where would you like to live in the world and why?</p>	<p>Topic: Explorers (History focus this half term)</p> <p>Curriculum:</p> <ul style="list-style-type: none"> Human and Physical Geography 1 2, 3 ,4 - maps of school and local area, man made v physical features Make own maps Geographical skills 1, 2, 3 maps, compass directions, aerial photographs. <p>Key Questions:</p> <p>As above</p> <p>Onslow:</p> <ul style="list-style-type: none"> Wow day- map skills, dressing as explorers, explorer quiz

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	<p>Onslow: Woodland sessions</p>	<p>Onslow: Woodland sessions Remote learning session with Suzy Horsfall on the Equator line in Uganda. Pupils ask questions and see the human and physical geography of a country on the Equator in real time.</p>	<ul style="list-style-type: none"> Woodland sessions
Summer 1	<p>Topic: Our World</p> <p>Curriculum:</p> <ul style="list-style-type: none"> Woodland- what lives/grows outside? Why? Different features of plants/animals. Looking at maps of the school/maps linked to stories Making our own maps of the woodland Animals around the world <p>Key Questions:</p> <ul style="list-style-type: none"> What can I find in my garden? Do you have the same things in your garden as your friends, the park etc? Why not? <p>Onslow:</p> <ul style="list-style-type: none"> Woodland sessions 	<p>Topic: Castles (History focus this half term)</p> <p>Curriculum:</p> <ul style="list-style-type: none"> Human and Physical Geography 2 Geographical vocabulary - physical features coast, sea, hill. Human features - farm, town Location of castles in the UK and abroad. <p>Key Questions:</p> <ul style="list-style-type: none"> Why were castles built e.g. near the sea? On a hill? Why is there a farm in the castle grounds? <p>Onslow: School trip to Arundel Castle: Following site maps. Woodland sessions: fieldwork skills in local area. Trip to Arboretum, following simple routes on a map. Applying map skills.</p>	<p>Topic: Tales from different cultures</p> <p>Curriculum:</p> <ul style="list-style-type: none"> Locating countries Developing geographical vocabulary linked to human and physical features Fact files of different countries - China, Australia. In depth study of non-European contrasting country- Marakesh. <p>Key Questions:</p> <ul style="list-style-type: none"> How is X different to where we live? What facts do you know/ can we find out about x? What is the climate of x? Why is it this climate?- link to where it is in the world. <p>Onslow:</p> <ul style="list-style-type: none"> Woodland sessions
Summer 2	<p>Topic: Our World: Under the Sea</p> <p>Curriculum:</p> <ul style="list-style-type: none"> Comparing the seaside to our town. World Ocean Day Summer seasons <p>Key Questions:</p>	<p>Topic: Oh I do like to be beside the Seaside</p> <p>Curriculum:</p> <ul style="list-style-type: none"> Locational knowledge 2 Geographical skills and Fieldwork 1 using maps, globes atlas' to identify seaside areas in the UK - seascides the children have visited Human and Physical Geography 2 	<p>Topic: As above</p> <p>Curriculum:</p> <ul style="list-style-type: none"> Fact file- Africa continued As above <p>Key Questions:</p> <ul style="list-style-type: none"> Are all areas of Africa the same?

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	<ul style="list-style-type: none"> • Where is the beach? Have you been to a beach? What did you see? <p>Onslow:</p> <ul style="list-style-type: none"> • Eco warriors looking after our school/Eco patrol with caretaker Woodland sessions • Trip - zoo/farm/woodland 	<ul style="list-style-type: none"> • Geographical vocabulary - physical features beach coast, cliff, sea, seaside, weather. Human features - harbour, port <p>Key Questions:</p> <ul style="list-style-type: none"> • Where is the seaside on a map? What are the physical and human features at the seaside • What is a cliff, harbour, coast? <p>Onslow:</p> <ul style="list-style-type: none"> • Woodland sessions • Filmed weather forecasts for the UK in the summer using a UK map. 	<ul style="list-style-type: none"> • Is Africa a continent? Is South Africa a continent? <p>Onslow:</p> <ul style="list-style-type: none"> • Woodland sessions • School link to a school in The Gambia.
<p>Additional e.g. clubs, wow weeks, visitors, whole school events etc</p>	<p>Year 1 Trip to arboretum each half term to look at physical changes to the location.</p> <p>Year 2 Explorers Wow Day, walk around the local area</p> <p>Displays- multicultural- celebrating culture and highlighting different countries that our pupils have cultural links to. Children talking about their 'home' country and bringing in 'show and tell'. Sharing personal experiences of how cultures differ and different celebrations. Visitors sharing cultural traditions during celebrations eg Visitors with food samples, wearing traditional clothing etc.</p> <p>Visitors- topic linked eg Parent in to talk about her experiences of living in the jungle (Year 1 Spring 2020), Lady working in Uganda video link to talk about the area, culture,</p> <p>Year R local area walk</p>		