

The Geography Curriculum at John T Rice Infant and Nursery School

KS1 Progression

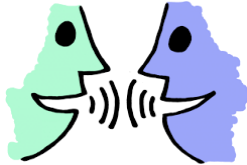




Our Geography Curriculum Intent

At John T Rice Infant and Nursery School, we recognise that Geography should develop a child's natural curiosity and fascination about the world, leading to a greater understanding of its places, its people and a greater awareness of their place in it. It should help to provoke and provide answers to questions about both natural and human aspects of the world.

Our Curriculum Drivers.

As a school we have developed 3 curriculum drivers that shape our curriculum, bring out the aims and values of our school and respond to the needs of our school community.

<p>Communication Skills</p> 	<p>Mental Health and Resilience</p> 	<p>The Wider World</p> 
<p>Our children will be able to communicate effectively with adults and peers using a range of vocabulary and leave us being able to read, write and have a good mathematical knowledge.</p>	<p>Our children will understand how to lead a healthy lifestyle and be mindful of their mental well-being. They will grow as independent and resilient learners</p>	<p>Our children will understand about a range of multi-cultural and diverse communities to support them in becoming a global citizen.</p>

A Geographer leaving John T Rice Infant and Nursery School will be curious and fascinated by the world and its people. They will have investigated their local area, the United Kingdom and a range of places in the World to help to develop their knowledge and understanding of the Earth's physical and human processes. They will have developed an understanding of what makes our local area unique and special. They will also have the ability to apply geographical skills and be able to communicate their findings and understanding to others.

Progression Document: GEOGRAPHY

EYFS ELG: Understanding of the World-People, Cultures and Communities	National Curriculum Subject Content
EYFS	KEY STAGE ONE
<ul style="list-style-type: none"> • To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • To 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>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><u>Locational knowledge</u></p> <ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> • 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><u>Human and physical geography</u></p> <ul style="list-style-type: none"> • 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 • 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><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • 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 • 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 • 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 • 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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Geography Themes over the year			
Cycle A			
	Autumn	Summer 1	Summer 2
KS1	Our Local Area Human and Physical Geography Geographical skills and Fieldwork	Our School Place Knowledge Geographical skills and Fieldwork	The World (Continents and Oceans) Locational Knowledge Geographical Skills and Fieldwork




Geography Themes over the year			
Cycle B			
	Autumn	Spring	Summer
KS1	Clipstone and the UK Locational knowledge Geographical skills and Fieldwork	Australia Locational Knowledge Place Knowledge Geographical skills and Fieldwork	Kenya Human and Physical Geography Geographical skills and Fieldwork

Progression in Key Geographical Vocabulary	
YEAR 1	YEAR 2
Countries, United Kingdom (UK), England, Wales, Scotland, Northern Ireland, Australia, China, Amazon Rainforest hot, cold, weather, season, forest, hill, ocean, river, soil, weather, town, village, house, shop, physical features, human features, map, globe, aerial photograph	Continents, Countries, oceans, cities, England, Wales, Scotland, Ireland, United Kingdom (UK), North, South, East, West, physical features, human features, town, village, North Pole, South Pole, Equator, Europe, Non-European, Australia, China, Amazon Rainforest, weather, climate, map, atlas, globe, key, aerial photograph, weather pattern, beach, coast, forest, mountain, city, village, farm

Geography Theme	Subject Specific Vocabulary
Our Local Area	Clipstone, village, map, route, fieldwork
Our School	map, aerial photographs, key, compass, North, South, East, West
Continents and Oceans	continent, ocean, north pole, south pole, equator
Clipstone and the UK	human features, physical features, map, country, city
Australia	world, land, sea, Australia, landmarks, physical features, human features
Kenya	Africa, Kenya, safari, humid, Rainforest, climate

Skills and Knowledge progression

Breadth of Study	Year 1	Year 2
Locational Knowledge 	<ul style="list-style-type: none"> To be able to identify different names of places familiar to me and my surroundings. To know that some places are linked to other places e.g., roads, trains and that they link different towns and places. To know the names of the seven continents of the world. To know the names of the four countries making up the UK. 	<ul style="list-style-type: none"> To be able to tell you about and identify countries in the UK and their features. To be able to use an atlas or globe to identify features such as oceans and countries/places of interest. To know the names of the world's seven continents and five oceans. To know the name, locate and can identify characteristics (food, landmarks, flags) of the four countries and capital cities of the United Kingdom as well as the seas surrounding them. To know how to locate the Equator, North Pole and South Pole on a globe or in an atlas.

<p>Place Knowledge</p> 	<ul style="list-style-type: none"> To be able to name, describe and compare familiar places. To be able to link my home with other places in my local community. To be able to suggest ideas for improving the school environment. To know some similarities, differences between a place in the UK and a place in a contrasting non-European country. To know about some present changes that are happening in the local environment e.g at school, home or journey to school. 	<ul style="list-style-type: none"> To be able to identify and discuss similarities and differences between the UK and another contrasting country. To know 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, making references to the human and physical Geography. To know how to make observations about features that give places their character.
<p>Human Geography</p> 	<ul style="list-style-type: none"> To be able to talk about the daily weather. To be able to name and identify the seasons. To be able to talk about and describe seasonal weather changes. To know that each season is different and know about each of them and its features. To know hot and cold areas of the world. To know and use basic geographical vocabulary to describe the human features of different locations (town, village, house, shop) 	<ul style="list-style-type: none"> To be able to 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. To know how to use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.
<p>Physical Geography</p> 	<ul style="list-style-type: none"> To know and use basic geographical vocabulary to describe the physical features of different locations (forest, hill, sea, river, soil season, weather) 	<ul style="list-style-type: none"> To know and use basic geographical vocabulary to describe the physical features of different locations (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather)

Geographical Skills and Fieldwork



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| <ul style="list-style-type: none"> • To be able to ask simple geographical questions. • To be able to use simple observational skills to study the geography of the school and its grounds. • To be able to use maps and globes to find out about the UK and different countries in the World. • To be able to use locational and directional language (near, far, left, right) to describe the features on a map. • To be able to use aerial photographs to recognise landmarks and basic human and physical features. • To be able to make a simple map. • To know how to look at simple maps of the local area and know how to make my own maps and plans. • To know how to describe locations of features and routes. | <ul style="list-style-type: none"> • To be able to describe the human and physical features of the local area around school. • To be able to use simple compass directions (North, South, East and West) and locational and directional language e.g., near and far, left and right, to describe the location of the features and routes on a map. • To be able to use maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied. • To be able to use aerial photographs and plans to recognise landmarks and basic human and physical features. • To be able to make a simple map with symbols and a key. • To know how to use simple fieldwork and observational skills to study the key human and physical features of my surrounding environment. • To know how to use directional language and understand its meaning. |
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