



Curriculum Overview Geography



Intent

We teach Geography to:

- Inspire our children to find out more about the world in which they live in and interact.
- Develop children's curiosity and fascination about the similarities and differences between our local area of Fleet, other areas in the UK and the world.
 - Develop children's skills in recognising, describing, explaining, comparing and evaluating human and physical geographical elements using subject specific vocabulary with confidence and accuracy.
- Inspire children to ask questions and make links so they can develop an empathy for how others live, developing their respect and curiosity for different cultures, societies and the physical world around them.

Our curriculum aim is:

To encourage curiosity by giving the children opportunities to investigate and make enquiries about our local area of Fleet, where we want them to develop a real sense of what makes our local area unique and special.

We seek to inspire in children a curiosity and fascination about the world and its people, which will remain with them for the rest of their lives; to promote our children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.



How is Geography taught at Heatherside Infants?

At Heatherside Infant School, geography is taught in a way that immerses the children within a topic, whilst building on key knowledge and skills from YR and throughout Key Stage 1. We want our children to have a deep understanding of their local environment and the diverse surroundings in the wider world. In addition, out of class opportunities such as school trips and Eco Club provide children with the responsibility for looking after their environments.

All of our children are encouraged to take an active part in discussions to allow them to develop their confidence with subject specific vocabulary. We use the school grounds and local area to encourage the children to ask questions, talk with people and make recordings of what they find through writing, photos and pictures.

Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place within it.



Vocabulary

Theme / area	Year R	Year 1	Year 2
Locational Knowledge	Map, journey, path, route, school, playground, classroom, park, garden, country, UK, village, town, city	High Street, town, shop, business, office, local, plan, map, environment United Kingdom, country, urban, Scotland, England, Northern Ireland, Wales, Capital, Edinburgh, London, Belfast, Cardiff,	Distribution, landmark, population
Place Knowledge	North Pole, South Pole, Arctic, Antarctic, Fleet, London, England, hot/cold climates Capital city, station, high street, road, train track, shop, restaurant Journey, route, path, transport, house, semi-detached, detached, terraced, flats	city, town, mountains, rivers, agriculture, village, hamlet, port, harbour aerial view, route, semi-detached, detached, terraced, flats, junction, crossing Equator,	Continent, Europe, non-European, Asia, Africa, Australia, North America, South America, Antarctica Oceans: Pacific, Atlantic, Southern, Arctic, Indian island, global, location, import/export, region, industry
Human and Physical knowledge	Season, weather, rain, sunshine, wind, cloud, snow, ice Plants, forest, jungle, sea, mountain, beach, coast, harbour	physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, deciduous, evergreen, forest Human features: city, town, village, factory, farm, house, office, port, harbour, shop Weather vocabulary: weather, season, temperature, rain, sunshine, cloud, ice, snow, wind	Rainfall, climate, precipitation,
Geographical skills and fieldwork	Map, move, direction, forwards, backwards, route	Map, globe, North, South, East, West, route, habitat, river, Atlas	Survey, pattern, landmark, near, far, left, right, arable, diary, compare, fieldwork



Progression map / end points

Theme / area	Autumn Term	Spring Term	Summer Term
Year R	<p>Understand that some places are special to members of their class/community.</p> <p>Draw information from a simple map</p> <p>To know that there are different places in the UK and talk about the differences they have experienced or seen in photos.</p> <p>To understand what it is like to visit our capital city, London.</p> <p>To understand the effect of the changing seasons on the natural world around them.</p>	<p>Understand that some places are special to members of their class/community.</p> <p>Draw information from a simple map and create their own.</p> <p>To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>To understand the effect of the changing seasons on the natural world around them.</p>	<p>To recognise that some environments are different to the one in which they live</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on what has been read in class.</p> <p>Draw information from a simple map, create their own and label information.</p> <p>To know that there are different countries in the world and talk about the similarities and differences they have experienced or seen in photos.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>



Progression map / end points

Theme / area	Year 1	Year 2
Locational Knowledge	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Name and locate the world's seven continents and five oceans
Place Knowledge	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom	
Human and Physical knowledge	<p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Use basic geographical vocabulary to refer to: <input type="checkbox"/> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Use basic geographical vocabulary to refer to: <input type="checkbox"/> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom in comparison to another location.</p> <p>Use basic geographical vocabulary to refer to: <input type="checkbox"/> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Use basic geographical vocabulary to refer to: <input type="checkbox"/> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>The location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>
Geographical skills and fieldwork	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as other countries, continents and oceans.</p> <p>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.</p> <p>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.</p> <p>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.</p>	