

Geography Curriculum

Implementation of the Geography Curriculum

Nursery					
Aut 1 – Nursery Rhymes	Aut 2 – Brilliant Birds	Spr 1 – Pets	Spr 2 – Splash	Sum 1 - Transport	Sum 2 – Mini beast Madness
<p>Talking about who lives in their house.</p> <p>Building relationships with adults and peers in order to be able to talk about their family, friends and significant events in their lives.</p> <p>Understanding that nursery rhymes are very old, and will have been sung by our parents and grandparents.</p> <p>Sequencing nursery rhymes.</p>	<p>Talking about our family traditions based around Christmas/Eid.</p> <p>Retelling stories about birds in the correct order.</p>	<p>Explore the traditions based around Chinses New Year.</p>	<p>Understanding that pirates existed in the past.</p> <p>Sorting Animals that live in the sea</p>	<p>Old buses- looking at transport from the past</p>	<p>Finding out where mini beasts live.</p>
<p>I can continue to develop and positive attitude about the difference between people UW</p> <p>I can begin to make sense of my family history/own life UW</p>	<p>I can continue to develop and positive attitude about the difference between people UW</p> <p>I understand the need to care of the environment and living things UW</p>	<p>I know that there are different countries in the world and talk about the different photo/experiences I have seen UW</p> <p>I can continue to develop and positive attitude about the difference between people UW</p>	<p>I know that there are different countries in the world and talk about the different photo/experiences I have seen UW</p>	<p>I know that there are different countries in the world and talk about the different photo/experiences I have seen UW</p> <p>I can show an interest in different occupations UW</p>	<p>I understand the need to care of the environment and living things UW</p>
<p>CL 30-50</p> <p>Enjoy listening to stories and remember what has happened</p> <p>Use wider range of vocabulary</p> <p>Understand a questions or instruction that has 2 parts</p> <p>Understand why questions</p> <p>Develop their communication</p> <p>Use longer sentences of 4 to 6 words</p> <p>Be able to express a point of view and debate when they disagree with an adult or a friend using word as well as actions</p> <p>Start conversation with an adult or a friend and continue it for many turns</p> <p>Use talk to organise themselves and their play</p>					

Ongoing as part of the provision:

Regular opportunities to talk about our families and where we live. Features of our environment. Celebrations of birthdays in the class. Growth mindset examples of how we develop our skills over time through practice.

Reception

<p>Aut 1 – Friendship</p> <p>Looking at maps and bus routes and local area- how do you get home</p>	<p>Aut 2 - Who helps us?</p> <p>Maps of Jolly Postman’s route</p> <p>Looking at own address</p>	<p>Spr 1 – What’s it like far away?</p> <p>Comparing hot and cold places and features of the environments</p> <p>Looking at the globe and where places are in the world and where England is</p>	<p>Spr 2 – Can we save the world?</p> <p>Cliffe House visit</p> <p>Looking at different landscapes</p>	<p>Sum 1 - What happened once upon a time?</p> <p>Making maps to Grandma house</p>	<p>Sum 2 – Down on the farm</p> <p>Looking at farms and farm landscapes and how they differ</p> <p>Visit to the farm</p> <p>Small world farm play</p>
<p>I can talk about my local area.</p> <p>UW TW</p>	<p>I can talk about my local area.</p> <p>I can compare aspects of my local area.</p> <p>UW TW</p>	<p>I can discuss the similarities and difference between two locations.</p> <p>I can talk about my local area.</p> <p>I can compare aspects of my local area to other places around the world.</p> <p>UW TW</p>	<p>I can discuss the similarities and difference between two locations.</p> <p>UW TW</p>	<p>I can recognise the similarities and differences to create a map.</p> <p>UW TW</p>	<p>I can discuss the similarities and difference between two locations.</p> <p>UW TW</p>

CL LA 40-60

Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span.

*Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. **ELG***

CL S 40-60

Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.

*Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. **ELG***

CL U 40-60

Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion.

*Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or event **ELG***

Ongoing as part of the provision

Regular opportunities to talk about our families and where we live. Features of our environment. Celebrations of birthdays in the class. Growth mindset examples of how we develop our skills over time through practice.

Key Vocab to be developed

world earth land where Huddersfield town Rawthorpe position near far same/different weather map lake river mountain path forest hill road traffic Iceberg/Polar lands

Year One Curriculum

Topics	Aut 1 – Getting to know me and my world. Map of our local area Walk around the local area, accurate map drawing skills using given map symbols. Identify 4 countries, capital cities and Huddersfield on a map. Making comparisons of human and physical features within the local area.	Aut 2 – A Toy’s Story	Spr 1 – Our Animal Adventures Locating 7 continents of the world. Locating where animals originate from using world maps/atlasses/globe.	Spr 2 – To Infinity and Beyond Using aerial images from space to recognise key landmarks locally/nationally.	Sum 1 – Ready, Steady, Grow Locating the countries where different fruits are grown using maps/atlasses/globes. Looking at the climate/weather of the countries where fruits grow in relation to the Equator.	Sum 2 – Bright lights, Big city. Human/physical features of London. Identify 4 countries, capital cities on a map. Using simple compass directions to explain the location of different capital cities. Using aerial images to locate key landmarks in London.
Milestones	I can develop an understanding of my local area and the world around me. I can name and locate 4 countries and capital cities of the UK. I can make comparisons of the human and physical features of different locations. (An area of the UK contrasted with a non-European country) I can identify, describe and make observations about human and physical features of a location using the correct vocabulary. (See below) I can begin to use geographical skills and carry out simple fieldwork to make observations about my locality and the wider world.		I can develop an understanding of my local area and the world around me. I can name and locate 7 continents and 5 oceans. I can use maps, atlases and globes to identify countries and capital cities.	I can develop an understanding of my local area and the world around me. I can use aerial images to recognise landmarks and physical features.	I can develop an understanding of my local area and the world around me. I can name and locate 7 continents and 5 oceans. I can name and locate 4 countries and capital cities of the UK. I can identify the seasonal weather patterns in the UK and compare to locations around the world in relation to the Equator. I can begin to use geographical skills and carry out simple fieldwork to make observations about my locality and the wider world. I can use maps, atlases and globes to identify	I can develop an understanding of my local area and the world around me. I can name and locate 4 countries and capital cities of the UK. I can make comparisons of the human and physical features of different locations. (An area of the UK contrasted with a non-European country) I can identify, describe and make observations about human and physical features of a location using the correct vocabulary. (See below) I can use aerial images to recognise landmarks and physical features.

	I can use maps, atlases and globes to identify countries and capital cities.				countries and capital cities.	I can use maps, atlases and globes to identify countries and capital cities. I can use simple compass directions and language to describe location and routes on a map.
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Key vocabulary to be taught

Maps, atlases, globes, countries, continents, oceans, sea, land, landmarks, aerial, Huddersfield, Rawthorpe, London, England, Northern Ireland, Scotland, Wales, direction, north, south, east, west, weather, equator, climate, temperature.

Human features: City, town, village, factory, farm, house, office, port, harbour, shop.

Physical features: Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

Year Two Curriculum

	<p>Recap England / United Kingdom, capital cities.</p> <p>Use maps/atlases.</p> <p>Introduce continent – Europe.</p> <p>Name and locate 7 continents.</p> <p><i>Poles Apart</i></p> <p>North/South</p> <p>Compass directions.</p> <p><i>How to make an Apple Pie and See the world?</i></p> <p>Locate countries that ingredients were from in the story using a map</p> <p>Name and locate seas and oceans.</p>	<p>Aut 2 – London’s Burning!</p>	<p>Spr 1 – African Adventure</p> <p>Recap the 7 continents. Identify Africa on a map. Identify countries within Africa and surrounding seas/ocean.</p> <p>Recap what a human and physical feature is. Identify human and physical features of Africa. Compare the human and physical features of Kenya and Huddersfield.</p> <p>Identify seasonal weather patterns in Huddersfield. Compare seasonal weather patterns in Huddersfield and Kenya.</p>	<p>Spr 2 – Ahoy there!</p> <p>Identify what an island is. Name and identify oceans. Learn a fact about each ocean. Devise a map using a grid reference. Follow a map in the wild area to find hidden treasure.</p>	<p>Sum 1 – Glorious gardens!</p> <p>Know that the environment needs our care and that there are threats to its existence. Walk of local environment to Ravensknowle park. Create a map of our local walk identifying human/physical features. Mapping skills and symbols- garden map. Orienteering in PE.</p>	<p>Sum 2 – Transport Travelling, trains and the Titanic!</p>
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<p>Milestones</p>	<p>I can develop an understanding of my local area and the world around me.</p> <p>I can name and locate: - 7 continents and 5 oceans. - 4 countries and capital cities of the UK.</p> <p>I can make comparisons of the human and physical features of different locations. (An area of the UK contrasted with a non-European country)</p> <p>I can identify the seasonal weather patterns in the UK and compare to locations around the world in relation to the Equator.</p> <p>I can identify, describe and make observations about human and physical features of a location using the correct vocabulary.</p> <p>I can begin to use geographical skills and carry out simple fieldwork to make observations about my locality and the wider world.</p> <p>I can use aerial images to recognise landmarks and physical features.</p> <p>I can use maps, atlases and globes to identify countries and capital cities. ‘</p> <p>I can use simple compass directions and language to describe location and routes on a map.</p>		<p>I can name and locate: - 7 continents and 5 oceans. - 4 countries and capital cities of the UK.</p> <p>I can make comparisons of the human and physical features of different locations. (An area of the UK contrasted with a non-European country)</p> <p>I can identify the seasonal weather patterns in the UK and compare to locations around the world in relation to the Equator.</p> <p>I can begin to use geographical skills and carry out simple fieldwork to make observations about my locality and the wider world.</p> <p>I can use aerial images to recognise landmarks and physical features.</p> <p>I can use maps, atlases and globes to identify countries and capital cities.</p> <p>I can use simple compass directions and language to describe location and routes on a map.</p>	<p>I can name and locate: - 7 continents and 5 oceans. - 4 countries and capital cities of the UK.</p> <p>I can make comparisons of the human and physical features of different locations. (An area of the UK contrasted with a non-European country)</p> <p>I can identify, describe and make observations about human and physical features of a location using the correct vocabulary.</p> <p>I can begin to use geographical skills and carry out simple fieldwork to make observations about my locality and the wider world.</p> <p>I can use aerial images to recognise landmarks and physical features.</p> <p>I can use maps, atlases and globes to identify countries and capital cities.</p> <p>I can use simple compass directions and language to describe location and routes on a map.</p>	<p>I can develop an understanding of my local area and the world around me.</p> <p>I can name and locate: - 7 continents and 5 oceans. - 4 countries and capital cities of the UK.</p> <p>I can make comparisons of the human and physical features of different locations. (An area of the UK contrasted with a non-European country)</p> <p>I can identify the seasonal weather patterns in the UK and compare to locations around the world in relation to the Equator.</p> <p>I can identify, describe and make observations about human and physical features of a location using the correct vocabulary.</p> <p>I can use maps, atlases and globes to identify countries and capital cities.</p> <p>I can use simple compass directions and language to describe location and routes on a map.</p>	
<p>Key vocabulary to be taught</p>						

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Human features: City, town, village, factory, farm, house, office, port, harbour, shop.

Physical features: Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

Local links/Inspiration /Enrichment activities

Nursery -

Reception – Walk around the local area. Trip to Cliffe House.

Year 1 – Local walk around Rawthorpe. Trip to Castle Hill. Trip to Eureka.

Year 2 -

Key Stage 1 Statements taken from National Curriculum –(Statutory Requirements)

Pupils should be taught about:

Locational knowledge

- 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.

Place knowledge

- 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.

Human and physical geography

- 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

Geographical skills and fieldwork

- 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.

Statements taken from National Curriculum – Spoken Language (Literacy) (Statutory Requirements)

Pupils should be taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Participate in discussions, presentations, performances, role play, improvisations and
- debates
- Consider and evaluate different viewpoints, attending to and building on the contributions of others

Impact of the Geography Curriculum

Pupils will develop an understanding of the world around them and the changes in the environment. They will know more about the location of globally significant locations and be able to explain the human and physical features of them using the correct vocabulary. They will become confident in using their geographical skills to communicate their fieldwork experiences and competently use maps, atlases and globes independently.

Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They will be able to use a wide variety of historical vocabulary. They will be able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand the key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it can be represented.

In addition, we will measure the impact of our curriculum through the following methods:

- Regularly assessed pieces of work, using the milestones documents.
- Opportunities for the children to look back at their own learning within their CLICK books to show their understanding.
- Pupil voice discussions with senior leadership to allow children to express their learning and experiences.