



# Our Geography Curriculum

Our Geography curriculum is guided by the National Curriculum (2014) for KS1 Geography, and the statutory early years foundation stage and development matters frameworks.

## **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.

## **Intent**

Our intent is that geography teaching will give children a good understanding of the world in which they live. This begins in the EYFS as children learn familiar places that are important to them such as their home and their school. In KS1 we aim to build on this foundation of knowledge extending beyond their locality to the country in which they live, building to the United Kingdom's place in the wider world. Through teaching of geography children will become confident in recognising geographical features and through field work and exploration they can record their findings using maps, keys etc. Our geography teaching is supported by our history teaching which builds on a local, national and global theme all building children's understanding of the world. Overall, our aim is to give children the best possible introduction to geography which will give them a good base to stick further knowledge to as they move through their education. Our aim is that children become confident, enthusiastic geographers who understand and respect the wor

# Key knowledge/skills overview – Early years

At Common Road Infant School, the children in EYFS experience a rich and interwoven early years curriculum, in which many subject areas overlap during a topic or theme. The following statements, taken from the Statutory Framework and Development Matters, show the key geography focus outcomes for EYFS.

Three and Four-Year-Olds	Mathematics		<ul style="list-style-type: none"> <li>• Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</li> </ul>
	Understanding the World		<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
Reception	Understanding the World		<ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Recognise some environments that are different to the one in which they live.</li> </ul>
ELG	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> </ul>
		The Natural World	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>

Children in EYFS will explore the world around them through many topics throughout the year, including:

- Their immediate environment – the school grounds, their local area and their homes.
- A range of places - such as forests and farms – observing, describing, comparing and contrasting. This includes through storytelling (e.g. Little Red Riding Hood) and school visits.
- Learning about a variety of locations by studying different cultures and religions around the world.

# KS1 GEOGRAPHY NATIONAL CURRICULUM COVERAGE AND CORE CONCEPTS

<b>Early Years</b>				
<b><i>Marvellous Me</i></b>	<b>Transport</b>	<b>People Who Help Us</b>	<b>Traditional Tales</b>	<b>Growing</b>
<b>TBC</b>	<b>TBC</b>	<ul style="list-style-type: none"> <li>• Locational knowledge</li> <li>• Human and Physical Geography</li> <li>• Geographical Skills and Fieldwork</li> </ul>	<ul style="list-style-type: none"> <li>• Place knowledge</li> </ul>	<b>TBC</b>
<b>Year 1</b>				
<b>Castle Times</b>	<b>Grace Darling</b>	<b>Great Fire of London</b>		
<ul style="list-style-type: none"> <li>• Locational knowledge</li> <li>• Place knowledge</li> <li>• Human and Physical Geography</li> <li>• <b>Geographical skills and Fieldwork</b></li> </ul>	<ul style="list-style-type: none"> <li>• Place knowledge</li> <li>• Human and Physical Geography</li> <li>• <b>Geographical skills and Fieldwork</b></li> </ul>	<ul style="list-style-type: none"> <li>• Locational knowledge</li> <li>• <b>Geographical skills and Fieldwork</b></li> </ul>		
<b>Year 2</b>				
<b>Magnificent Miners</b>	<b>Titanic</b>	<b>Florence Nightingale / Mary Seacole</b>		
<ul style="list-style-type: none"> <li>• Locational knowledge</li> <li>• Place knowledge</li> <li>• Human and Physical Geography</li> <li>• <b>Geographical skills and Fieldwork</b></li> </ul>	<ul style="list-style-type: none"> <li>• Locational knowledge</li> <li>• <b>Geographical skills and Fieldwork</b></li> </ul>	<ul style="list-style-type: none"> <li>• Locational knowledge</li> <li>• Place knowledge</li> <li>• Human and Physical Geography</li> <li>• <b>Geographical skills and Fieldwork</b></li> </ul>		

# Geography

## Key knowledge/skills overview – Nursery

	Vocabulary
<p><b><u>People Who Help Us (Spring Term)</u></b></p> <p><b>Chinese New Year</b></p> <p><b>Statutory Framework:</b> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <ul style="list-style-type: none"><li>• Talking tubs to discuss objects linked to Chinese New Year.</li><li>• Listen to the story of the Chinese New Year.</li><li>• Taste food linked to the celebration of Chinese New Year.</li><li>• Listening to music.</li></ul> <p><b>Spring</b></p> <p><b>Statutory Framework:</b> Begin to understand the need to respect and care for the natural environment and all living things.</p> <ul style="list-style-type: none"><li>• Observe the development of chicks and learn about how to care for them.</li><li>• Learn about a range of animals and their young.</li><li>• Observe the change in season.</li><li>• Drawing/painting linked to Van Gogh – sunflowers.</li></ul> <p><b><u>Traditional Tales Unit (Summer 1)</u></b></p> <p><b>Ramadan and Eid</b></p> <p><b>Statutory Framework:</b> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <ul style="list-style-type: none"><li>• Talking tubs to discuss objects linked to Ramadan and Eid.</li><li>• Taste food linked to the celebration of Ramadan and Eid</li><li>• Listening to music.</li><li>• Listen to stories linked to Ramadan and Eid.</li></ul>	<p><b>Substantive</b> Chinese New Year Lanterns Calendar</p> <p><b>Disciplinary</b> Celebrate</p> <p><b>Substantive</b> Season Spring Winter Weather Hot Cold Snow Wind Rain Sun</p> <p><b>Disciplinary</b> Change</p> <p><b>Substantive</b> Ramadan Eid Muslim</p> <p><b>Disciplinary</b> Celebrate</p>

# Geography

## Key knowledge/skills overview – Reception

<p><b><u>People Who Help Us (Spring term)</u></b></p> <p><b>Chinese New Year</b></p> <p><b>Statutory Framework:</b> 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> <ul style="list-style-type: none"><li>• Hear stories linked to Chinese New Year to be able to talk about how it is celebrated.</li><li>• Explore symbols / objects linked to Chinese New Year (e.g lanterns, animals). Use talking tubs.</li><li>• Role play linked to the story.</li><li>• In provision – small world area</li></ul> <p><b>Spring &amp; Winter</b></p> <p><b>Statutory Framework:</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p> <ul style="list-style-type: none"><li>• Non-fiction texts based on spring and winter.</li><li>• Read stories linked to the seasons.</li><li>• Watch educational videos for information on seasons.</li><li>• Walks to observe seasonal changes.</li><li>• Observational drawing based on the seasons.</li><li>• Describe the weather outside, what clothing would be appropriate.</li><li>• Drawing/painting linked to Van Gogh – sunflowers.</li></ul>	<p>Vocabulary</p> <p><b>Substantive</b> China Chinese New Year Lanterns Calendar</p> <p><b>Disciplinary</b> Celebration Festival</p> <p><b>Substantive</b> Season Spring Winter Weather Hot Cold Snow Wind Rain Sun</p> <p><b>Disciplinary</b> Change</p>
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## **Traditional Tales Unit (Summer 1)**

### **Ramadan and Eid**

**Statutory Framework:** 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.

- Hear stories linked to Eid to be able to talk about how it is celebrated.
- Explore symbols / objects linked to Ramadan and Eid. Use talking tubs.
- Explore how Eid is celebrated through role play (Eid Day) – listening to music, tasting food, decorating the classroom.
- In provision – make Eid cards, traditional food in playdough area, Ramadan themed art
- Videos of how Muslim families around the world celebrate.

### **Substantive**

Ramadan

Eid

Muslim

Fast

Pray

### **Disciplinary**

Celebration

Festival

# KS1 Geography Overview

Year 1		
Autumn - Castles	Spring – The Rescue	Summer – Great Fire of London
<b>Locational</b>		
	Plot Scarborough and South Kirkby on the map.	<ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> Name and locate the 4 countries of the UK – including flags and some key landmarks Identify capital cities Plot surrounding seas of UK on a map
<b>Place knowledge</b>		
<ul style="list-style-type: none"> <li>studying the human and physical geography of small area of the United Kingdom.</li> </ul> Human and physical features of South Kirkby (see below)	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of small areas of the United Kingdom.</li> </ul> Compare and contrast Scarborough with South Kirkby (see below)	
<b>Human and physical geography</b>		
<ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to:</li> <li>key physical features, including: beach, cliff, coast, forest/wood, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> Understand that South Kirkby is their local area. Identify and sort human and physical features from their local area e.g. shops, park, school.	<ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to:</li> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> Explore Scarborough through videos and pictures. Look at human and physical features and compare with South Kirkby. Trip to Scarborough – walking along coastline, identifying features.	
<b>Geographical skills and field work:</b>		
<ul style="list-style-type: none"> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</li> <li>use basic symbols in a key;</li> </ul> Look at locality pictures on google Walk around the local area – focusing on identifying physical and human features.	<ul style="list-style-type: none"> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> <li>use basic symbols in a key;</li> </ul> Compare and contrast Scarborough with South Kirkby Trip to Scarborough – walking along coastline, identifying features.	<ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries</li> <li>use basic symbols in a key;</li> </ul>
<b>Through Science:</b>		
<ul style="list-style-type: none"> <li>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;</li> </ul>		

Year 2		
Autumn - Mining	Spring – The Unsinkable Ship	Summer – Nurturing Nurses
<b>Locational</b>		
<ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <p>(As a recap, not a focused lesson)</p>	<ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans;</li> </ul> <p>Use atlases and blank maps to locate. Focus on Europe and Atlantic Ocean (link to the Titanic topic) – special features / characteristics in more depth.</p>	<ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans;</li> </ul> <p>Linked to topic – comparison of contrasting areas</p>
<b>Place knowledge</b>		
<ul style="list-style-type: none"> <li>studying the human and physical geography of small area of the United Kingdom.</li> </ul> <p>Look at South Kirkby – recapping physical and human features from Y1.</p>		<ul style="list-style-type: none"> <li>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.</li> </ul> <p>Linked to topic</p>
<b>Human and physical geography</b>		
<ul style="list-style-type: none"> <li>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;</li> </ul>	<ul style="list-style-type: none"> <li>identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul> <p>Locate on world map whilst locating continents</p>	<ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>key physical features,</li> <li>key human features</li> </ul> </li> </ul> <p>Linked to topic</p>
<b>Geographical skills and field work</b>		
<ul style="list-style-type: none"> <li>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;</li> </ul> <p>Children to learn about what a key is. Create their own key and map of their journey to school.</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Walk around the local area, linked to mapping – children to add physical and human features to their maps</p>	<ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the continents and oceans studied at this key stage;</li> </ul> <p>Locate the oceans and continents in atlases. Use large floor world map to recall locations.</p>	<ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the continents and oceans studied at this key stage;</li> <li>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;</li> </ul> <p>Linked to topic</p>
<p><b>Through Science:</b></p> <ul style="list-style-type: none"> <li>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;</li> </ul> <p><b>Through computing:</b></p> <ul style="list-style-type: none"> <li>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;</li> </ul>		



# Key Vocabulary

	Autumn	Spring		Summer
Year 1		<b>Human</b> Shop Arcade RNLI station museum Houses Roads Paths School Park Harbour Factory Town Hotel	<b>Physical</b> Cliff Sea Sand Coast Woods Trees Plants Beach Shells Rocks  Similar Different	
Year 2		Compare Continent ocean <b>Oceans</b> Atlantic Pacific Southern Indian Arctic <b>Continents</b> Asia Africa North America, South America, Antarctica Europe Oceania		

# Oracy Opportunities

<p><b>Nursery</b></p>	<p>From the Oracy Framework:</p> <ul style="list-style-type: none"> <li>▫ Use new vocabulary in play.</li> <li>▫ Begin to speak in simple sentences</li> <li>▫ Engage in class discussions</li> <li>▫ Begin to understand simple questions</li> </ul> <p>E.g. talking tubs – repeating words and phrases, retelling stories, role play, talking about books</p>
<p><b>Reception</b></p>	<p>From the Oracy Framework:</p> <ul style="list-style-type: none"> <li>▫ Understand and use a range of newly taught subject specific vocabulary words in play.</li> <li>▫ Use talk to communicate needs, ideas and opinions</li> <li>▫ Begin to speak in sentences, joining phrases together with <i>and</i> or <i>because</i></li> <li>▫ Use <i>because</i> to justify their opinion</li> <li>▫ Make relevant contributions to class discussions</li> <li>▫ Ask simple questions</li> </ul> <p>E.g. talking tubs – repeating words and phrases AND learning meanings, retelling stories, role play, talking about books</p>
<p><b>Year 1</b></p>	<p>From the Oracy Framework:</p> <ul style="list-style-type: none"> <li>▫ Use vocabulary appropriate to the subject.</li> <li>▫ Speak in full sentences, using conjunctions to link ideas</li> <li>▫ Begin to use sentence stems to continue and expand upon the discussion</li> <li>▫ Continue to use <i>because</i> to justify their opinion or an answer, offering reasons.</li> <li>▫ Contribute to class discussions and respond to others' comments.</li> <li>▫ Ask relevant questions.</li> <li>▫ Speak like an expert e.g. using tier 2/3 subject specific vocabulary.</li> </ul>
<p><b>Year 2</b></p>	<p>From the Oracy Framework:</p> <ul style="list-style-type: none"> <li>▫ Select and adapt appropriate vocabulary for the specific context or situation.</li> <li>▫ Speak in full sentences using conjunctions to organise sentences coherently</li> <li>▫ Use sentence stems to continue and expand upon the discussion</li> <li>▫ Speak like an expert e.g. using tier 2/3 subject specific vocabulary.</li> <li>▫ Use <i>because</i> to justify their opinion or an answer, offering reasons.</li> <li>▫ Build upon others' contributions in class discussions.</li> <li>▫ Ask relevant questions to continue a discussion.</li> <li>▫ Make connections with own and others' experiences.</li> </ul>

**EYFS** - In the EYFS children have learned about their home and their school. Through books and stories they have explored some different locations such as a forest. Children have read stories set in other countries and cultures. They have started to record their findings through simple drawings and maps.

**Year 1**

**Autumn term**

**Living is castle times**

**(Living locally)**

Introducing Pontefract and South Kirkby as local towns (linked to Pontefract castle)  
Children explore the physical and human features located in both Pontefract and South Kirkby.



**Year 2**

**Autumn term**

**Magnificent miners**

**(Living locally)**

Building on their previous knowledge children will learn about their town of South Kirkby and where it is located. They will use and construct simple maps and keys to show features of South Kirkby.



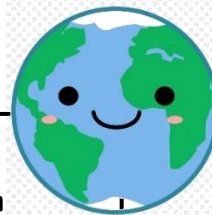
**Year 2**

**Summer term**

**Explorers**

**(Our big, wide world)**

Linking to their history learning about Florence Nightingale and Mary Seacole, children will study Jamaica and England – comparing and contrasting the two countries.



**Year 1**

**Summer term**

**The Great Fire Of London**

**(Our big, wide world)**

Children learn about the 4 countries and capital cities of the United Kingdom – naming and locating them on maps, and learning about some important landmarks.



**Year 1**

**Spring term**

**The Rescue**

**(Our Island)**

Exploring a coastal town (Scarborough linked to RNLI), they plot this on a map and make comparisons with South Kirkby. They observe and discuss physical and human features at both locations.