



Overview:

At Queen's Park Infant Academy, we study Geography to inspire the children to be curious about their world, people in it and places. Through Geography, children talk, question, compare and investigate the world around them. This approach is in line with our school's Curriculum Driver of communication as children are taught key vocabulary needed to express themselves as they engaging in geographical discussion. Our selected key geographical skills weave themselves to our school values: Respecting, Aspiring and Persevering.

The key knowledge and skills children learn need to be coherent. In the EYFS, children begin to learn about their school, identifying immediate places that are important to them. In Year 1, children build upon their personal geography and begin to look more locally and within the United Kingdom. Finally, in Year 2, children draw upon all prior learning experiences to look at global geography, making comparisons between different countries.

This progression of knowledge and skills document has been taken from the National Curriculum (statutory requirements) and the ELG/ Development matters [0-3, 3-4, children in Reception 4-5] - in bold

The national curriculum for geography aims to ensure that all pupils:

(Taken from the Geography programme of study: Key Stage 1 National Curriculum in England)

- 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:
- 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.

KS1 Pupils should be taught about:

- Locational Knowledge
- Place knowledge
- Human and Physical Geography
- Geographical Skills and Fieldwork

EYFS pupils should be given opportunities to:

EYFS Framework Objectives – (from Statutory framework for the early years foundation stage Setting the standards for learning, development and care for children from birth to five)

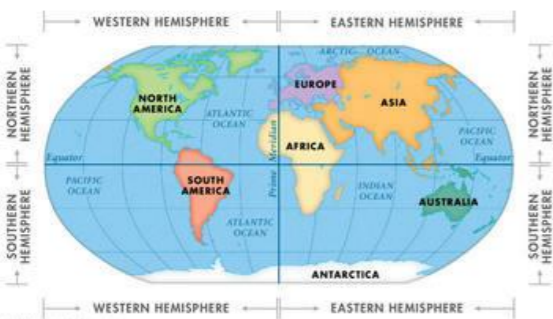

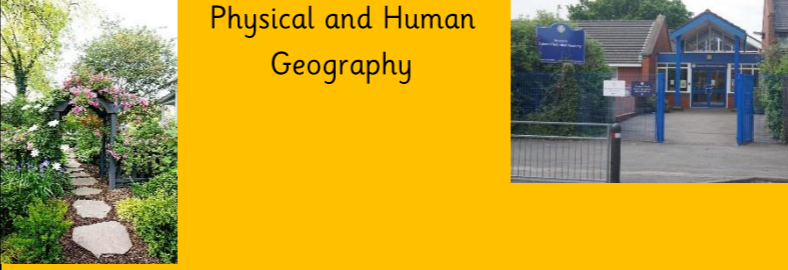

Understanding the World – ELG: The natural world

- 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.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Make sense of their physical world and their community.

Given opportunities to explore, observe and find out about people, places, technology and the environment.

Substantive Knowledge – ‘The Key Ideas’

<p style="text-align: center;">Locational Knowledge</p> 	<p style="text-align: center;">Place Knowledge</p> 	<p style="text-align: center;">Physical and Human Geography</p> 	<p style="text-align: center;">Geographical Skills and Field work</p> 
<p>Taught through...</p> <p>Year 1 – Bright Lights Big City</p> <p>Year 2 – Ting Tinga</p>	<p>Taught through...</p> <p>Year 1 – Bright Lights Big City</p> <p>Year 2 – Place Knowledge</p>	<p>Taught through...</p> <p>Year 1 - On Our Doorstep</p> <p>Year 2 – Tinga Tinga</p>	<p>Taught through...</p> <p>Year 1 – On Our Doorstep and The Great Outdoors</p> <p>Year 2 - Tinga Tinga and Ready Steady Grow</p>

Pupils will be learning the following knowledge and skills...

Subject themes	EYFS <i>My geography – home, school.</i>	Year 1 <i>Geography within the UK</i>	Year 2 <i>Geography world</i>
Locational Knowledge	<p>People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p><i>As a geographer, I know that...</i></p> <ul style="list-style-type: none"> • My school is on East Way • I live in Bournemouth <p><i>As a geographer, I can...</i></p> <ul style="list-style-type: none"> • Identify my school from an aerial view. 	<p>Bright Lights, Big City – Spring 2 NC: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><i>As a geographer, I know that...</i></p> <ul style="list-style-type: none"> • England, Northern Ireland, Scotland and Wales are the four countries that make up the UK • The UK is an island and surrounded by water • The three seas that surround the UK are the Irish Sea, the North Sea and the English Channel • London is the capital city of England. <p><i>As a geographer, I can...</i></p> <ul style="list-style-type: none"> • Locate and label the four countries of the UK on a map (e.g. matching labels to images) • Locate the three seas that surround the UK on a map 	<p>Tinga Tinga – Autumn 2 NC: Name and locate the world’s seven continents and five oceans Understand geographical similarities and difference 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> <p><i>As a geographer, I know that...</i></p> <ul style="list-style-type: none"> • Asia, Africa, North America, South America, Antarctica, Europe and Australia are the continents of the world • Atlantic, Pacific, Southern, Indian and Arctic are the five oceans of the world • Kenya is in the continent of Africa. • The United Kingdom is in the continent of Europe. <p><i>As a geographer, I can...</i></p> <ul style="list-style-type: none"> • Locate the world’s continents and oceans on a map
Place Knowledge	<p>People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>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> <p><i>As a geographer, I know that...</i></p> <ul style="list-style-type: none"> • That my school is made up of different areas e.g. playground, nursery garden, hall • The name of the road and the town the school is in <p><i>As a geographer, I can...</i></p> <ul style="list-style-type: none"> • Name different areas of my school including classroom, hall, playground • Name some basic geographical vocabulary including wood, hill, building, road 	<p>...</p>	<p>Rainforest Rumble – Spring 2 NC: Understand geographical similarities and difference 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> <p><i>As a geographer, I know that...</i></p> <ul style="list-style-type: none"> • The Amazon Rainforest is known as a tropical rainforest because it is located near the equator. • The features of a tropical rainforest are heavy rainfall, hot and humid conditions and lack of seasonal change. <p><i>As a geographer, I can...</i></p> <ul style="list-style-type: none"> • Use vocabulary related to physical features such as forest, vegetation, river, soil. • Compare weather patterns between the UK and in the Amazon Rainforest. • Locate the Amazon Rainforest on a map

The Natural World

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

As a geographer, I know that...

- **There are cold places in the world**
- **There are hot places in the world**
- The North Pole is home to Polar Bears
- The South Pole is home to Penguins
- **Know that there are different countries in the world**

As a geographer, I can...

- **Identify animals and creatures that live in cold places** E.g. polar bears
- **Identify animals and creature that live in hot places** E.G. Camels
- Talk about the differences between countries they have experienced or seen in photos.

On Our Doorstep – Autumn

NC: Identify seasonal and daily weather patterns in the United Kingdom
Use basic geographical vocabulary to refer to:

As a geographer, I know that...

- Human geography is looking at things that have been made by man
- **A town has lots of people living in it, offices, shops, factories**
- A city is the largest of the settlements

As a geographer, I can...

- **Use books, photos and first hand experiences to identify simple human and physical features**
- **Name some key human features, including: city, town, village, farm, house, office, shop**

Identify seasonal and daily weather patterns in the United Kingdom

As a geographer, I know that...

- Daily weather patterns can be recorded over time.
- I can record the weather using a rain gauge.

As a geographer, I can...

- **Identify seasonal and daily weather patterns in the UK**
- Record the weather using weather symbols
- Compare changes in weather between the seasons.

Tinga Tinga – Autumn 2

NC: 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

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**

As a geographer, I know that...

- Housing and school (human features) may differ in Kenya compared to the UK
- I know that **landscapes are different in Kenya compared to the UK.**
- **The equator passes through Kenya**

As a geographer, I can...

- **Name some key physical (Lake Victoria) and human features (Nairobi) in Kenya (and in the UK). For the UK, physical features (beach, coast, mountain). Human features, building, farm, factory.**
- Locate some of these features on a map.
- **Locate the equator on a map.**

Geographical Skills and Fieldwork	<p>The Natural World 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> <p><i>As a geographer, I know that...</i></p> <ul style="list-style-type: none"> • The North Pole is at the top of the globe • The South Pole is at the bottom of the globe. <p><i>As a geographer, I can...</i></p> <ul style="list-style-type: none"> • Identify cold places (E.g. North and South Pole) on a map or a globe 	<p>On Our Doorstep – Autumn 2</p> <p>NC: 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><i>As a geographer, I know that...</i></p> <ul style="list-style-type: none"> • There are four points of a compass and they are North, South, East and West <p><i>As a geographer, I can...</i></p> <ul style="list-style-type: none"> • Use directional language to describe a route • Use locational and directional language to describe where features are in relation to one another <p>NC: 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> <p><i>As a geographer, I know that...</i></p> <ul style="list-style-type: none"> • My local area is made up of different human and physical features e.g. building, road, hill, and park. <p><i>As a geographer, I can...</i></p> <ul style="list-style-type: none"> • Identify and count some human features of my school including pond, wild garden, allotment, pirate ship, the school building. • Observe and name features in my local area E.g. hill, buildings, park, road 	<p>NC: 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</p> <p><i>As a geographer, I know that...</i></p> <ul style="list-style-type: none"> • There are seven continents and five oceans in the world. <p><i>As a geographer, I can...</i></p> <ul style="list-style-type: none"> • Identify the seven continents and five oceans on a World map. • Name some of the seven continents of the world <p>NC: 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><i>As a geographer, I know that...</i></p> <ul style="list-style-type: none"> • A compass can show 4 directions (North, South, East and West) <p><i>As a geographer, I can...</i></p> <ul style="list-style-type: none"> • Use simple compass directions to carry out simple navigational challenges in my school locality.
Map Skills	<p>Spring 1 The Natural World 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> <p><i>As a geographer, I know that...</i></p> <ul style="list-style-type: none"> • The green bits on a map / globe are land • The blue bits of a map / globe are water <p><i>As a geographer, I can...</i></p> <ul style="list-style-type: none"> • Use a map to locate land and sea • Tell you what a map is for 	<p>NC: 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><i>As a geographer, I know that...</i></p> <ul style="list-style-type: none"> • Maps have a key and what a key is for • An aerial view is one taken from above and can also be called a bird's eye view <p><i>As a geographer, I can...</i></p> <ul style="list-style-type: none"> • Draw a simple map • Create my own key for a map of the classroom • Draw a plan from an aerial perspective 	<p>NC: 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><i>As a geographer, I know that...</i></p> <ul style="list-style-type: none"> • Different perspectives can help me recognise landmarks (Lake Victoria, Amazon river, Amazon rainforest, Mount Kenya) <p><i>As a geographer, I can...</i></p> <ul style="list-style-type: none"> • Devise a simple map and represent landmarks (human and physical) with a key. • Look at maps and plans and view them from different perspectives and angles

Vocabulary	<p>Expressive (I can say): cold, hot, rain, snow, hail, near far, globe, map, land, sea, inside, outside, farm, building, school, playground, hall, classroom</p>	<p>Expressive (I can say): bird's eye view, atlas, map, globe, union flag, United Kingdom, England, Wales, Scotland, Northern Ireland, London, Irish sea, North Sea, English Channel, next to, in front of, behind</p> <p>Expressive (I can say): Physical features, human features, sea, beach, hill, city, town, village, building, office, house, shop, road, park, island, rain gauge, weather</p>	<p>Expressive (I can say): atlas, map, globe, map symbols, continents, Antarctica, Asia, Africa, Europe, North America, South America, Australia, equator, oceans, Atlantic Ocean, Pacific Ocean, Southern Ocean, Indian ocean, Artic Ocean</p> <p>Expressive (I can say): Physical features, human features, landscapes, weather patterns, seasonal, soil, forest, mountain, lake, rainforest, countryside, town, city, village</p>
Vocabulary		<p>Receptive (I know): Compass, direction, North, South, East, West, route, map skills, aerial view, perspective, physical features, human features, landmark, capital</p>	<p>Receptive (I know): vegetation, perspective aerial view, Nairobi, Kenya, Lake Victoria</p>