



OVERCHURCH  
INFANT SCHOOL

## GEOGRAPHY CURRICULUM

### Early Geography Skills

The three characteristics of effective teaching and learning are playing and exploring, active learning and creating and thinking critically and they guide all of our practice and provision. We create daily opportunities for children to develop their early Geography skills throughout the curriculum in Early Years Foundation Stage.

describing

observing

comparing

exploring

explaining

map-making

questioning

wayfaring

### EYFS Provision

Children are offered inspiring, enabling environments both indoors and outdoors which promote geographical enquiry, foster curiosity and risk-taking play. They regularly undertake exploratory seasonal walks, following familiar routes and trails. They hear stories about people and places that provide a mirror to reflect their own lives or a window into the lives of others. Children are provided with equipment and resources to allow them to explore different places through sensory interactions. They are given regular opportunities to use and talk about maps when discussing places, landmarks, journeys and holidays.

### EYFS Vehicle texts



### EYFS Vocabulary

**Teach:** house, flat, school, church, forest, castle, tower, shop, park, beach, pond, map, road, environment, Autumn, Winter, Spring, Summer, seasons, weather, hot, cold, country, England, Wirral

**Expose to:** positional/directional language, city, village, route, bird's eye view, United Kingdom (Wales), Liverpool, cathedral, local landmarks

### EYFS Early Learning Goals – Understanding the World

#### People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction and maps.

#### 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 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.

## National Curriculum Statutory Requirements for KS1 Geography

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.

### Locational knowledge

name and locate the world's 7 continents and 5 oceans

name, locate and identify characteristics of the 4 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) and 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

### Developing oracy across the curriculum – talking like a geographer

They are similar because...

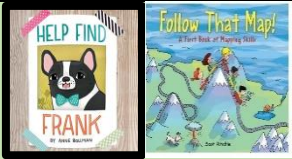

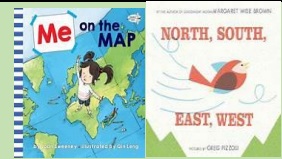



They are different because...



My observations from this .... tell me...

A sustainable solution would be...

## Progression in Key Stage One

YEAR ONE AUTUMN EXPLORERS	YEAR ONE SPRING PLANET PROTECTORS	YEAR ONE SUMMER HEROES	YEAR TWO AUTUMN EXPLORERS	YEAR TWO SPRING PLANET PROTECTORS	YEAR TWO SUMMER HEROES
<i>My immediate environment</i>	<i>My place in the world</i>	<i>School-based fieldwork</i>	<i>Continents and Oceans</i>	<i>Local Area fieldwork</i>	<i>Contrasting locality: Kenya</i>
					
<p>I can recall previous learning and describe my immediate environment from observation and maps.</p> <p>I can interpret a simple map in a book I am reading and use locational and positional language.</p> <p>I can create a simple map of my classroom following a block play activity.</p> <p>I can use locational language to describe the location of a toy on a map of my classroom.</p> <p>I can use directional language to describe routes on a map to locate a missing toy.</p>	<p>I understand my place in the world and name my planet, continent, country, nearest city, village and street.</p> <p>I can name the four countries and capital cities of the United Kingdom.</p> <p>I can identify the United Kingdom and its countries on a world map, atlas and globe.</p> <p>I can locate the four countries and capital cities of the UK on maps.</p> <p>I can identify characteristics of the four countries of the United Kingdom.</p> <p>I can name the seasons of the UK and the likely weather in each one.</p>	<p>I can talk about the importance of maps and what they are used for, recalling previous learning.</p> <p>I can talk about maps linked to a text I am reading and identify key features of maps.</p> <p>I can use block play to create an accurate representation of our school.</p> <p>I can take an aerial photograph of my block play and use it to devise a simple map of school.</p> <p>I can use directional language and a simple map to describe a route around school.</p> <p>I can use simple compass points to plot and describe routes on a simple grid map.</p>	<p>I can recall previous learning about the countries of the UK and their capital cities.</p> <p>I can name the seas surrounding the UK and use maps, globes and atlases to identify them.</p> <p>I can name the world's seven continents and five oceans and locate them on a world map, atlas or globe.</p> <p>I can use a globe/world map/atlas to identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>I can talk about Antarctica and explain how the seasons and weather patterns differ to the UK.</p>	<p>I can recall a wide vocabulary of human and physical features.</p> <p>I can name a variety of different human and physical geographical features.</p> <p>I can identify key human and physical features on Wirral maps.</p> <p>I can name important landmarks in Wirral and locate them on aerial photographs and plan perspectives.</p> <p>I can devise a simple map and use and construct basic symbols in a key.</p> <p><i>I can plan and complete a fieldwork activity within our local area (community beach clean).</i></p>	<p>I can revise previous learning and identify seas, oceans and continents on a map, atlas and globe.</p> <p>I can identify Africa (and specifically Kenya where appropriate) on a map, atlas and globe.</p> <p>I can talk about the similarities in human/physical features between Wirral, UK and a contrasting non-European locality in Kenya.</p> <p>I can talk about the differences in human/physical features between my local area and a contrasting non-European locality in Kenya.</p>
<p><i>From Summer 2 of Year 1, as well as writing in some of the afternoon sessions as detailed on the planning, children will complete a half-termly extended writing piece linked to their learning in History. This will be completed in their Extended Writing books during English sessions.</i></p>		<p>I can write simple directional instructions to describe a route.</p>	<p>I can write a factfile using my knowledge of weather and seasons around the world.</p>	<p>I can use my geographical knowledge to write commands 'How to be a friend of Warwick Park'</p>	<p>I can use my geographical knowledge to write a narrative based in Kenya.</p>

## Progression in Geographical Vocabulary - Key Stage One

EXPLORERS	PLANET PROTECTORS	HEROES	EXPLORERS	PLANET PROTECTORS	HEROES
<i>My immediate environment</i>	<i>My place in the world</i>	<i>School-based fieldwork</i>	<i>Continents and Oceans</i>	<i>Local Area fieldwork</i>	<i>Contrasting locality Kenya</i>
<p><b>Revise:</b> up down next to near far map environment</p> <p><b>New:</b> forwards backwards left right position direction</p> <p><b>Expose to:</b> aerial view compass navigate North, South, East, West</p>	<p><b>Revise:</b> country season hot cold map house</p> <p><b>New:</b> United Kingdom city capital atlas globe town village</p> <p><b>Expose to:</b> rural urban valley</p>	<p><b>Revise:</b> map left right forwards backwards town village house forest</p> <p><b>New:</b> aerial view compass navigate North, South, East, West grid route</p> <p><b>Expose to:</b> scale fieldwork</p>	<p><b>Revise:</b> hot cold season map atlas globe sea country city capital</p> <p><b>New:</b> continent polar North Pole South Pole Equator ocean</p> <p><b>Expose to:</b> climate hemisphere</p>	<p><b>Revise:</b> beach farm forest valley house town village shop</p> <p><b>New:</b> cliff coast hill mountain river soil vegetation factory office port harbour symbol key landmark</p> <p><b>Expose to:</b> rural urban</p>	<p><b>Revise:</b> ocean mountain continent sea globe atlas country city village town landmark Equator</p> <p><b>New:</b> landscape desert rural urban settlement</p> <p><b>Expose to:</b> time zone climate</p>

## Geography throughout the curriculum 2023-24

We embrace the heritage of all children and learn about the geography of their different countries.



We revise our Geography learning through other subjects such as Maths, Science and PSHE. In our weekly Picture News lesson, we look at key events in the news and use a map to consider where in the world they took place. We use Oddizzi to explore geographical news stories from a range of countries.



We plan community events to broaden children's understanding of wider environmental concerns.

