



## GEOGRAPHY

### UNDERSTANDING OF THE WORLD

*This document shows how our Geography curriculum develops from Nursery to Year 2.*

#### **Intent: EYFS**

*In the Early Years Foundation Stage (Nursery and Reception) our focus for teaching and learning is on hands-on experience and developing the language and communication skills that will enable children to make comparisons, ask questions and make connections in their experiences. The children's developing understanding of place and community is like an ever-widening circle. We start by talking with the children about their homes, the people who live with them and the people who are important to them. We also talk what makes them the same or different to other children. The children start to become aware of the local landmarks that are significant to them and we incorporate photographs of these into small world and block play. In Reception, teachers talk about maps and use 'mapping' skills to plot place and story. We talk about Aylesbury and beyond and develop the children's understanding of place through talking about where we live, local landmarks and where other significant people in individual children's lives live.*

	<b><i>Learning experiences – implementation</i></b>	<b>Key vocabulary</b>	<b>Birth to 5 Matters</b>
Nursery	<p>Exploring the features of the outside area</p> <p>Block play – creating buildings from imagination based on own first-hand experiences and interests</p> <p>Small world and block play with photographs of local landmarks</p> <p>Talking about story settings and introducing vocabulary to describe place, buildings, landmarks</p> <p>Sharing stories that feature journeys and language of position</p>	<p>Inside, outside, around, under, next to, shop, house, factory, farm, church, mosque, school</p>	<p>Notices detailed features of objects in their environment</p> <p>Enjoys playing with small world reconstructions, building on first-hand experiences</p>
Reception	<p>Block play – creating buildings from imagination based on own first-hand experiences and interests</p> <p>Walk to post box – talking about street furniture and the features of the local environment</p>	<p>Inside, outside, around, under, next to, shop, house, factory, farm, church, mosque, school, road, pavement, house,</p>	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p>

	<p>Talking about places in our school</p> <p>Talking about places that are important to different children and adults in our school community (temple, mosque, church, school, home)</p> <p>Talking about seasonal change</p>	<p>flat, park, left/right, zebra crossing</p>	<p>Talks about the features of their own immediate environment and how environments might vary from one another</p>
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**Intent: Year 1 and 2**

*As the children move into Key Stage 1, we build on and develop from their experiences in the EYFS, moving from the children’s knowledge of their own locality and the connections to their own life experiences to locations beyond Aylesbury that the children are less or unlikely to have visited and concepts that are more abstract. We make cross-curricular links in our teaching wherever possible, including links to Science and History to deepen and embed children’s understanding of location, place and human and physical geographical features. Our starting point in Year 1, is learning about Aylesbury with cross curricular links to our History curriculum and then moving on to learning about the four countries and capital cities of the United Kingdom. Cross curricular links to Science and learning about seasonal change in Year 1 also support children’s developing understanding of human and physical geography. Our ‘Into the Wild’ topic uses the story ‘Handa’s Surprise’ by Eileen Brown as a starting point for comparing our locality with Kenya.*

*In Year 2, we develop the ‘ever-widening circle’ of children’s conceptual understanding of place, human and physical geography further through our ‘Fire and Ice’ topic. Again, there are cross curricular links to History as children learn about famous polar explorers such as Captain Scott and Ernest Shackleton. Children also learn about the impact of climate change, making links and connections to our collective responsibility for protecting and preserving our global environment. Cross-curricular links to Science teaching in Year 2 supports children’s developing understanding of place, human and physical geography through making links to the relationship between living things and their habitats in our ‘Rainforest’ topic.*

	<u>Year 1</u>	<i>Learning experiences - implementation</i>	<u>Key vocabulary</u>	<u>Year 2</u>	<i>Learning experiences - implementation</i>	<u>Key vocabulary</u>
<b>Locational knowledge</b>	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	The UK  Explore Google Earth Link to the Union Flag and traditional tales	key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	name and locate the world’s seven continents and five oceans	Locate and label on a world map: <ul style="list-style-type: none"> <li>• UK</li> <li>• Arctic regions</li> <li>• Tropics, equator and tropical rainforests</li> <li>• Oceans and continents</li> </ul>	Country, Arctic, Antarctic, tropics, rainforest, equator, ocean, continent

	<u>Year 1</u>	<i>Learning experiences - implementation</i>	<u>Key vocabulary</u>	<u>Year 2</u>	<i>Learning experiences - implementation</i>	<u>Key vocabulary</u>
<b>Place knowledge</b>	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	<p>Where is Aylesbury in England?</p> <p>Walks in the local area – walk to Church (link to RE)</p> <p>Where is Whitby, North Yorkshire? Compare and contrast to Aylesbury (coast and moors).</p> <p>Comparing Aylesbury to different locations in Kenya, including Nairobi (Handa’s Surprise).</p>	<p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, port, harbour, shop, office, factory</p> <p>key vocabulary – beach, seaside, cliffs, shore, coastal, river, harbour.</p> <p>Adobe, savannah, hot, climate, grasslands, dry, well, natural springs, natural resources, wood, timber, mud bricks, town, village.</p>			

	<u>Year 1</u>	<b><i>Learning experiences - implementation</i></b>	<b><u>Key vocabulary</u></b>	<u>Year 2</u>	<b><i>Learning experiences - implementation</i></b>	<b><u>Key vocabulary</u></b>
<b>Human and physical geography</b>	identify seasonal and daily weather patterns in the United Kingdom	<p>Making weather charts</p> <p>Using ICT to record a weather forecast</p> <p>Data recording and handling – using a rain gauge <i>(linked to Science)</i></p>	<p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, port, harbour, shop, office, factory</p>	identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Mapping human and physical features of Arctic, Antarctic and rainforests	<p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, port, harbour, shop, office, factory</p>
	<u>Year 1</u>	<b><i>Learning experiences - implementation</i></b>	<b><u>Key vocabulary</u></b>	<u>Year 2</u>	<b><i>Learning experiences - implementation</i></b>	<b><u>Key vocabulary</u></b>
<b>Geographical skills and fieldwork</b>	<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> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries,</p>	<p>Maps of school</p> <p>Using digital photographs, looking at aerial views</p> <p>Introduce world map and atlas</p>	<p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, port, harbour, shop, office, factory</p>	<p>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>use simple compass directions (North, South, East and West) and locational and</p>	<p>See Locational Knowledge</p> <p>Compass points activities (outdoor learning)</p>	<p>Map, atlas, key, compass, North, East, South, West, globe, left, right</p>

	<p>continents and oceans studied at this key stage</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>Link to 'Handa's Surprise' (<i>Into the Wild topic</i>)</p> <p>Identify landmarks in Aylesbury</p> <p>Look at pictorial maps, draw a simple map of Aylesbury town centre</p>	<p>Map, atlas, aerial view, landmark</p>	<p>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>Revisiting and revising aerial photographs of Aylesbury</p> <p>Plans of the classroom</p> <p>Map locations of statues in town (link to History, David Bowie)</p> <p>Design own island and include key human and physical features</p> <p>Using a map to navigate around Woburn Safari Park (Educational visit linked to Science and Geography)</p>	<p>Aerial, plan, landmark</p>
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