

Windlesham Village Infant School

Geography Subject report 2019

Curriculum Intent

Through our Geography teaching we will offer opportunities for children to:

- Develop a knowledge of the world, the United Kingdom and their locality.
- To know similarities and differences between a place in the UK and a place outside of Europe.
- To describe human and physical geography, such as weather and seasons in the UK, and use basic geographical vocabulary to refer to key physical features beaches, cliffs, forests, hills, mountains etc
- Learn locational and place knowledge, human and physical geography and fieldwork skills.

Curriculum Implementation-Overview of topics:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr R	Mini topic-class name	Understanding the world Our family Family tree How we change and grow Winter seasons	Understanding the World People who help us		Understanding the World Dinosaurs	
Yr 1	Mini topic-class names	Toys History	Space Our planet-maps of the world Neil Armstrong/Tim Peake Moon landing Queen, Princess Elizabeth - Church Geography/History		Stone Age UK Geography	
Yr 2	Mini topic-class names	Great Fire of London Samuel Pepys Sir Christopher Wren Charles II	China Qin Shi Hang Emperor (terracotta Army) Geography/History		Seas and Oceans (Arctic) Titanic Christopher Columbus Ernest Shackleton Geography	

Progression

Progression in Geography Skills			
Skills	Reception	Year 1	Year 2
Location Knowledge	<p><u>Understanding World</u> 30-50 months Comments and ask questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, natural and found objects.</p> <p>40-60 months Looks closely at similarities, differences, patterns and change.</p> <p>ELG Children know about the similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>To be able to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>To be able to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. To be able to name and locate the world's seven continents and five oceans.</p>
Place Knowledge	<p>They talk about the features of their own immediate environment and how environments might vary from one another. (World ELG)</p>	<p>To 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>	<p>To 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 non-European country.</p> <p>To compare a local City/town in England with a contrasting city in a different country.</p>
Human and physical geography	<p>They make observations of the environment and explain why some things occur and talk about changes (world-ELG)</p>	<p>To be able to Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.</p> <p>To be able to use basic geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment,</p>	<p>To be able to Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.</p> <p>To be able to use basic Geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city,</p>

		including: forest, hill, mountain, soil, valley,	town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non-European country
Geographical skills and fieldwork	Children use everyday language to talk about positions and distance to solve problems. Can describe their relative position such as behind or next to (40-60 SSM)	<p>To be able to use maps, atlases and globes to identify the continents and oceans studied at this key stage.</p> <p>To be able to use locational and directional language (eg, near and far, left and right), Describe the location of features and routes on maps.</p> <p>To be able to use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.</p> <p>To be able to use simple fieldwork and observational skills to study the geography of their school and its grounds.</p>	<p>To be able to use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>To be able to use simple compass directions (North, East, South and West), to describe the location of features and routes on a map</p> <p>To be able to 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>To be able to use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas.</p>

See Development Matters in EYFS document

Key Learning Points from each topic (Sticky Knowledge)

Space

- Identify seasonal and daily weather patterns in the UK
- Location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Earth, northern and southern hemisphere, axis, weather patterns, day and night

Great Fire of London

- Where it is in the UK; where the fire started. How human geography impacted on the spread of the fire (houses made of wood and too close together)

UK and China

- Understand geographical similarities and differences through by comparing the UK to China Use basic geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley) and key Human features (city, town, village, factory, farm, house, port, harbour)
- Use world maps, atlas and globes to locate China and UK

Seas and Oceans

- Name and locate the World's seven continents and five oceans.
- Name and locate the four countries and capital cities of the UK
- Use basic geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley) and key Human features (city, town, village, factory, farm, house, port, harbour)

Focus of development this academic year:

- Review resources linked to topics.
- Opportunities for the children to observe seasonal changes in the outdoor areas including the Copse.

Curriculum Impact

- To develop a sense of place and to be able to compare different places in the world.

How does Geography develop Social, Moral, Spiritual & Cultural Development?

- Talking and showing respect for different places and cultures around the world; showing an interest and curiosity in places we visit.
- Beginning to explore how humans impact the world around them (recycling and taking care of our environment)
- Celebrating the diversity and cultural backgrounds of our school