



Geography

Introduction

At Joydens Wood Infant School we use Kapow Primary to support the delivery and implementation of our Foundation Subjects. The Geography curriculum aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world and to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings in age-appropriate ways.

National Curriculum KS1 Subject Content

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 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

Intent

At Joydens Wood Infant School the Geography curriculum encourages pupils to become curious and explorative thinkers with a diverse knowledge of the world. It enables pupils to build an awareness of how the subject shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them. Our Geography curriculum enables children to develop their geographical skills and knowledge, think critically, ask and answer questions, engage in fieldwork, develop a deeper interest in their own locality and how it differs from other areas of the world all whilst nurturing and contributing to their growing understanding of geographical concepts, terms and vocabulary.

Implementation

The National curriculum organises the Geography attainment targets under four strands:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

We use [Kapow's clear progression of skills and knowledge](#) within these four strands across each year group. The Progression of skills and knowledge shows the skills taught within each year group and how these develop to ensure that attainment targets are securely met by the end of each key stage. It is a spiral curriculum and therefore essential knowledge and skills are revisited to ensure pupils are given the opportunity to build on their previous learning. Geographical key concepts are woven across all units rather than being taught discretely and are directly linked to the National Curriculum (KS1) and Development Matters (EYFS). Cross curricular links and enquiry questions are included throughout, allowing children to make connections, apply their knowledge and skills to other areas of the curriculum and demonstrate their understanding of their geographical knowledge. The two units covered in EYFS provide a solid foundation of geographical knowledge, skills and enquiry for children to transition successfully into KS1, whilst also working towards the Development Matters statements and Early Learning Goals.

In EYFS, Understanding the World skills and knowledge are taught through Group Times (a short, teacher-led session) and then reinforced through the enhancements set up in the provision for children to explore independently through Child Initiated Play (CIP). In KS1, Geography skills and knowledge are taught through Geography lessons.

Impact

By the end of KS1 children will be equipped with a range of skills and knowledge to enable them to be curious and inspired geographers with respect and appreciation for the world around them and understand the interconnection between the human and the physical features of the world.

Assessment in Geography

Teachers will assess children against each learning objective and pupils will be able to use their Learning Ladders, outlining the topic's success criteria, to self-assess their own understanding of the learning. They will be given opportunities to demonstrate their understanding throughout each unit via quizzes and 'knowledge catchers' which form part of the assessment process. End of Term data drop points are distributed throughout the year and Teachers assess children against the National Curriculum in KS1 and the Development Matters statements and Early Learning Goals in EYFS.

Long Term Plan

*From Kapow Primary's Long Term Plan

	Autumn	Spring	Summer
EYFS Understanding the World	Kapow Units can be used throughout the year to support teachers in targeting the Development Matters statements		
	<p>Exploring maps: Exploring maps through discussion, story-telling, games and creative activity, children look at how features are represented and think about the meaning behind shapes, lines and colours on maps</p> <p>Identifying and locating features on a (pirate) map Discussing features on an aerial photograph and choosing colours and shapes to create an aerial map of the school grounds Using 3D materials to build a map of a real or imaginary place Using directional language Exploring, comparing and asking questions about a variety of maps. Making their own maps showing features in the local area.</p> <p>Outdoor adventures: Using the senses to explore and describe the natural world around them whilst outside, children begin to recognise the effect of the changing seasons Exploring and describing how natural objects feel, look, smell, taste and sound. Representing how natural materials appear in the world around them through painting. Describing the effects of different weather conditions through experimentation Using the five senses to observe and talk about natural materials through a variety of activities including sound bathing and gardening. Noticing and investigating how weather can change with the seasons Beginning to consider how we respond to weather conditions in each season through our choice of clothes.</p>		

Year 1	<p>What is it like here?</p> <p>Locate where we live on an aerial photograph and recognise local features</p> <p>Create maps using classroom objects before drawing simple maps of the school grounds</p> <p>Use maps to follow simple routes around the school grounds</p> <p>Carry out an enquiry about how to improve the playground</p>	<p>What is the weather like in the UK?</p> <p>To know the countries and cities that make up the UK</p> <p>Discuss the four seasons and their associated weather</p> <p>Consider how we change our behaviour in response to different weather and keep a weather diary or record</p> <p>Investigate the UK's hot and cold places using weather maps with a simple key.</p>	<p>What is it like to live in Shanghai?</p> <p>Using a world map, children start recognising continents, oceans and countries outside the UK with a focus on China</p> <p>Identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use</p> <p>Compare features in Shanghai to those in the local area and make a simple map using data they have collected through fieldwork</p>
Year 2	<p>Would you prefer to live in a hot or cold place?</p> <p>Begin to understand the basic concept of climate zones and mapping out hot and cold places globally</p> <p>Compare features in the North and South Poles and Kenya as well as in the local area</p> <p>Learn the four compass points and the names and location of the seven continents</p>	<p>Why is our world wonderful?</p> <p>Identify features and major characteristics of the UK before learning about some of the amazing places in the world</p> <p>Name the oceans and locate these on a world map</p> <p>Consider what is unique about the natural habitats in their locality and using fieldwork to investigate and present this</p>	<p>What is it like to live by the coast?</p> <p>Using atlases, children name and locate continents and oceans of the world, while revising the countries, cities and surrounding seas of the UK</p> <p>Know the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism</p>

Locational knowledge

Progression of knowledge		
EYFS	Year 1	Year 2
<ul style="list-style-type: none"> To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)* To know that usually water is represented in blue on a map or globe. To know the name of their school and the place where they live. To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).* 	<p>Seven continents and five oceans</p> <ul style="list-style-type: none"> To know the name of two continents (Europe and Asia). To know that a continent is a group of countries. To know that they live in the continent of Europe. To know that an ocean is a large body of water. To know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean). <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <ul style="list-style-type: none"> To know that the UK is short for 'United Kingdom'. To know that a country is a land or nation with its own government. To know that the United Kingdom is made up of four countries and their names. To know the name of the country they live in. 	<p>Seven continents and five oceans</p> <ul style="list-style-type: none"> To be able to name the seven continents of the world. To be able to name the five oceans of the world. <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <ul style="list-style-type: none"> To know that a sea is a body of water that is smaller than an ocean.* To know that there are four bodies of water surrounding the UK and to be able to name them. To name some characteristics of the four capital cities of the UK. To know the four capital cities of the UK. To know that a capital city is the city where a country's government is located.
Progression of Skills		
EYFS	Year 1	Year 2
<ul style="list-style-type: none"> Identifying land and water on a map or globe Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).* 	<p>Seven continents and five oceans</p> <ul style="list-style-type: none"> Locating two of the world's seven continents on a world map. Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map. Showing on a map which continent they live in. <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <ul style="list-style-type: none"> Locating the four countries of the United Kingdom (UK) on a map of this area. Showing on a map which country they live in and locating its capital city. 	<p>Seven continents and five oceans</p> <ul style="list-style-type: none"> Locating all the world's seven continents on a world map. Locating the world's five oceans on a world map. Showing on a map the oceans nearest the continent they live in. <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <ul style="list-style-type: none"> Locating the surrounding seas and oceans of the UK on a map of this area . Locating the capital cities of the four countries of the UK on a map of this area. Identifying characteristics (both human and physical) of the four capital cities of the UK. Showing on a map the city, town or village where they live in relation to their capital city.

Place knowledge

Progression of knowledge		
EYFS	Year 1	Year 2
<ul style="list-style-type: none"> tbc for Sept 2024 	<ul style="list-style-type: none"> To know that life elsewhere in the world is often different to ours. To know that life elsewhere in the world often has similarities to ours. 	<ul style="list-style-type: none"> To know some similarities and differences between their local area and a contrasting non European country.
Progression of skills		
EYFS	Year 1	Year 2
<ul style="list-style-type: none"> Discussing how environments in stories and images are different to the environment they live in. 	<ul style="list-style-type: none"> Naming some key similarities between their local area and a small area of a contrasting non-European country. Naming some key differences between their local area and a small area of a contrasting non-European country. 	<ul style="list-style-type: none"> Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country. Describing what physical features may occur in a hot place in comparison to a cold place.

Human and physical geography

Progression of knowledge		
EYFS	Year 1	Year 2
<ul style="list-style-type: none"> To know that the terms Spring, Summer, Autumn and Winter are used to describe the season. To know some of the key characteristics of each season. To know that there are four seasons in a year marked by certain weather conditions. To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)* To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old)*. 	<p>Seasonal and weather patterns & hot and cold areas on the globe.</p> <ul style="list-style-type: none"> To know the four seasons of the UK. To know that 'weather' refers to the conditions outside at a particular time. To know that different parts of the UK often experience different weather. To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. To know that weather conditions can be measured and recorded. <p>Physical features</p> <ul style="list-style-type: none"> To know that physical features means any feature of an area that is on the Earth naturally. <p>Human features</p> <ul style="list-style-type: none"> To know that human features means any feature of an area that was made or built by humans. 	<p>Seasonal and weather patterns & hot and cold areas on the globe.</p> <ul style="list-style-type: none"> To know that the Equator is an imaginary line around the middle of the Earth. To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place. <p>Physical features</p> <ul style="list-style-type: none"> To know that coasts (and other physical features) change over time. To know some key physical features of the UK. <p>Human features</p> <ul style="list-style-type: none"> To know that a sea is a body of water that is smaller than an ocean. To know that human features change over time. To know some key human features of the UK
Progression of Skills		
EYFS	Year 1	Year 2
<ul style="list-style-type: none"> Observing weather across the seasons. Observing and discussing the effect the changing seasons have on the world around them. Beginning to use the names of the seasons in the correct context. Making observations about the features of places (in stories, photographs or in the school grounds/local area).* Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).* 	<p>Seasonal and weather patterns & hot and cold areas on the globe.</p> <ul style="list-style-type: none"> Describing how the weather changes with each season in the UK. Describing the daily weather patterns in their locality. Confidently using the vocabulary 'season' and 'weather'. <p>Physical features</p> <ul style="list-style-type: none"> Recognising some physical features in their locality <p>Human features</p> <ul style="list-style-type: none"> Recognising some human features in their locality. 	<p>Seasonal and weather patterns & hot and cold areas on the globe.</p> <ul style="list-style-type: none"> Locating some hot and cold areas of the world on a world map. Locating the Equator and North and South Poles on a world map. Locating hot and cold areas of the world in relation to the Equator and the North and South poles. <p>Physical features</p> <ul style="list-style-type: none"> Describing the key physical features of a coast using subject specific vocabulary. <p>Human features</p> <ul style="list-style-type: none"> Describing and understanding the differences between a city, town and village. Describing the key human features of a coastal town using subject specific vocabulary.

Geographical skills and fieldwork

Progression of knowledge		
EYFS	Year 1	Year 2
<ul style="list-style-type: none"> To know that a map is a picture of a place. To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind). 	<ul style="list-style-type: none"> To know that an aerial photograph is a photograph taken from the air above. To know that atlases give information about the world and that a map tells us information about a place. To know that a map is a picture of a place, usually drawn from above. To know that symbols are often used on maps to represent features. To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards). To know what a sketch map is. 	<ul style="list-style-type: none"> To know that a globe is a spherical model of the Earth. To begin to recognise world maps as a flattened globe. To know that a compass is an instrument we can use to find which direction is north. To know which direction is N, S, E, W on a map. To know that maps need a title and purpose. To know that maps need a key to explain what the symbols and colours represent. To know that an interview can be a way to find out people's views about their area. To know that a tally chart is a way of collecting data quickly. To know that a pictogram is a chart that uses pictures to show data.
Progression of skills		
EYFS	Year 1	Year 2
<ul style="list-style-type: none"> Ask questions about the world around them. Commenting on the features they see in their school and school grounds. Answering simple questions, guided by the teacher. Drawing some of the features they notice in their school and school grounds. Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. Beginning to use modelled directional vocabulary when describing features in the surrounding environment. Recognising features on maps (real or imaginary). Draw real or imaginary maps even if features are indistinguishable. 	<p>Use of world maps</p> <ul style="list-style-type: none"> Using an atlas to locate the UK. Using a map of the UK to locate the four countries. Beginning to use an atlas to locate the four capital cities of the UK. Using a world map and globe to locate two of the world's seven continents (Europe and Asia). Using an atlas to locate the Atlantic Ocean and Pacific Ocean. <p>Compass directions and locational and directional language</p> <ul style="list-style-type: none"> Using directional language to describe the location of objects in the classroom and playground. Using directional language to describe features on a map in relation to other features (real or imaginary). Responding to instructions using directional language to follow routes. 	<p>Use of world maps</p> <ul style="list-style-type: none"> Recognising why maps need a title. Using an atlas to locate the four capital cities of the UK. Using a world map, globe and atlas to locate all the world's seven continents. Using a world map, globe and atlas to locate the world's five oceans. <p>Compass directions and locational and directional language</p> <ul style="list-style-type: none"> Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Using locational language and the compass points (N, S, E, W) to describe the route on a map. Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds. Using a map to follow a prepared route. <p>Recognise landmarks and basic human and physical features</p>

- Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.

Recognise landmarks and basic human and physical features

- Recognising local landmarks on aerial photographs .
- Recognising basic human features on aerial photographs.
- Recognising basic physical features on aerial photographs. Drawing freehand maps (of real or imaginary places) using simple pictures or symbols.
- Drawing a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features.
- Adding labels to sketch maps. Using simple picture maps and plans to move around the school.

- Recognising landmarks of a city studied on aerial photographs and plan perspectives.
- Recognising human features on aerial photographs and plan perspectives.
- Recognising physical features on aerial photographs and plan perspectives.
- Drawing a map and using class agreed symbols to make a simple key.
- Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features.
- Finding a given OS symbol on a map with support.
- Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field).
- Using an aerial photograph to draw a simple sketch map using basic symbols for a key.

