

Geography at Hursthead Infant School



Intention statement:

Hursthead Infant School aims for children to develop the skills and enthusiasm to become young geographers. They will do this through an ambitious skills focused curriculum allowing them to develop concepts and apply skills across different topic areas. Children will be taught to compare, interpret, use evidence, explain & question, as well as begin to consolidate knowledge of the topics and localities studied. We aim to promote curiosity, early research and comparison skills, as well as foster the ability to use evidence to form their own opinions. This will allow pupils to develop their own sense of place and understanding of the world and all its diversity.

National Curriculum

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

- ♣ 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.

EYFS Statutory Framework

Geography in EYFS is covered in the area of learning - Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.



Our Curriculum

Every year, children will gain knowledge and understanding, as well as developing Geographical skills and vocabulary around several different key localities and cultures, linked to the national curriculum.

In EYFS, children explore their own immediate environment by investigating the school building and grounds. They also begin to represent localities using objects leading into early mapping skills. They begin to understand that other locations are different to where they live through their Water topic and comparing animal habitats. They also use their observational skills to investigate seasonal change.

In Year 1, children begin their journey into Geography by exploring the school grounds. This topic introduces key geographical vocabulary and skills in a more familiar environment. Children follow and create their own maps as well as identifying human and physical features of their environment. Children then move on to looking at their wider local area in the Summer term, this includes a walk around the local area to find out more about where we live. Children also focus on fieldwork across Year 1. Children are able to ask questions and discuss how they will find the answers and what tools they will need. A key focus in Year 1 is learning about the United Kingdom. Children are able to identify the countries and capital cities of the UK and compare different localities with the UK. Geography in Year 1 is very active and children are able to use their geographical skills in the field to solve problems and help them to understand their environment.

In Year 2, children will continue to build on the knowledge and skill they have developed. They begin to explore the wider world and study the 5 oceans and 7 continents. In Year 2 children do a focus topic on India and compare life in a Himalayan village to life in Cheadle Hulme. Through this topic children learn about Indian culture, food and celebrations as well as looking at the human and physical features of the area. Children use maps, atlases and photographs to conduct fieldwork. There is a strong link between Geography and History in Year 2, during their Mighty Mountains topic children learn about the first Everest expedition and compare the climb to modern day mountaineering. This also includes the opportunities for pupils to have a go on a climbing wall and a visit from a real mountaineer.

What does Geography teaching look like?

Throughout their time at Hursthead Infant School, children will develop the skills and knowledge to become young geographers. Our curriculum is designed to give children the opportunity to revisit and practice skills that they will need throughout their entire Geography education. We aim to bring Geography to life, promote children's curiosity and encourage children to always ask questions and develop a sense of place. Our Geography topics are taught mainly over a term to allow more time for the children to gain the full understanding of this area of Geography.

Wherever possible our Geography topics are practical. Within each Geography unit children are given the opportunity to explore primary sources such as maps, atlases and photographs. Lessons also contain opportunities for discussion, which allows pupils to ask questions, make links between things that they have learnt about and share their ideas using Geographical/key vocabulary. Many Geography units have an element of DEAL work (Drama Engagement Active Learning). This allows pupils to explore localities, even if they are very far away and be the expert supporting others in the area they have studied. Activities are varied to promote engagement through many different learning styles.

In KS1 children build up their understanding of Geographical concepts and Geographical skills. Fieldwork is a key part of each Geography unit. This is the 'doing' part of Geography. It allows pupils to explore an environment, ask questions and



gather data. In Year 1 children follow routes on a map, make and complete maps, as well as having the opportunity to design their own fieldwork study where they decide what they want to find out, how they will gather the data and what tools they will need. In Year 2, children use photographs and maps to explore localities that are further afield. They use their fieldwork knowledge to gather information, identify features and complete maps. Children also complete a unit of orienteering as part of their PE lessons. This allows them to put their fieldwork skills to use practically.

Children engage with Geography through fieldwork, visits, games, maps and data. Through this, children have been able to develop great subject knowledge and apply their skills well. Children remember a great deal about

each Geography topic. Geography is closely linked to other curriculum subjects such as History, PE, Art and D&T, this allows pupils to form links between their learning and to see where the Geographical themes and localities they have studied fit into the broader context of their lives.

Wider Opportunities

Children are immersed in their Geography topics through trips, visitors and the use of maps in the classroom. Alongside this, children have had the opportunity to explore the natural environment through our forest school curriculum.



Our School Green Team promote environmentally friendly strategies to help support our school and community. The Green Team create environmentally friendly challenges such as walk to school and litter picking challenges. They also lead assemblies to share ways to support the environment with the rest of the school. We have also taken part in community initiatives such as Bramhall's 30% back to nature and Stockport's school climate assembly.





Geography Topics

Topic overview	Autumn	Spring	Summer
Reception	Traditional tales All about Me	Water Dinosaurs	Animals Our world
Year 1	Where are we? Our School Grounds Mapping The UK		Mapping Our Local Area Fieldwork
Year 2	Investigating London London Landmarks (through studying the great fire of London, The gunpowder plot & WW1)	Mighty Mountains Mapping Comparing our Local Area to a Himalayan Village India	The Seven Continents The Five Oceans

Geography in EYFS

EYFS statutory framework subject content

The EYFS area of learning Understanding the World is split into 3 key areas; Past & Present, People, Cultures & Communities and The Natural World. All of these areas are covered as part of the Geography curriculum.

Reception Geography Scheme of work			
Topics →	Autumn Traditional tales (about me) Sticks	Spring Water Dinosaurs	Summer Animals Our world
ELG (endpoints) ↓ Understanding the World – past & present: Talk about the lives of the people around them and their <u>roles in society</u>	- Comparing families/ homes/opinions (all about me boards) - Discuss community as a group of people with a common purpose e.g. our school family and expand to including our country		Fruits by Valerie Bloom – Caribbean story
Understanding the World – people, cultures & communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;	- Orientation to classroom and school - Discuss where we live, country, flag, globe - Simple maps – outside area, use to find way around - Let's go for a walk – BBC (intro concept of map)	- Begin to explore maps - Follow maps - Recognise the concept of “map” and how we can use them (treasure hunt Using the Woods) - Journey sticks/ stories	- Fruits by Valerie Bloom – Caribbean story - Know that simple symbols are used to identify features on a map.
Understanding the World – people, cultures & communities: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;	- Discuss houses and family and begin to understand differences between their own homes and families - Let's go for a walk – BBC - Celebrations - Christmas, Diwali	- Celebrations. - Discuss people who help us in our community.	Celebrations
Understanding the World – people, cultures & communities: 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.	Nativity – look at globe to find where we live and where the nativity took place.	Comparing environments through exploration of creatures that live in cold and warm water	- Comparing environments through different animals and their habitats - Fruits by Valerie Bloom – Caribbean story
Understanding the World – The natural world: Explore the natural world around them, making observations and drawing pictures of animals and plants;	- Planting (ongoing) - Outdoor area – natural art	- Understanding the importance of water - Exploring water creatures	- Exploring animals – minibeasts and animals from around the world - Exploring the school environment – mini beast hunt
Understanding the World – 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;	Signs of Autumn/Winter	Signs of spring	- Signs of summer - Looking after the environment – eco-friendly living - Comparing environments through different animals and their habitats
Understanding the World – The natural world: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	- Signs of Autumn/Winter - Weather (ongoing) - Day & night	- Exploring ice - Signs of spring	Signs of summer
Teaching: - Questioning - Exploration & play			
- Books - Access to maps & globes			
- Outdoor learning - Focus on sense of place			

Geography in Year 1

National Curriculum subject content

In KS1 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.

Year 1 Geography Scheme of work		
NC (endpoints)↓ Topics →	Autumn Our School Grounds Mapping The UK	Summer Mapping Our Local Area
Locational knowledge name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Barnaby Bear	
Human & 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	Daily weather recording (ongoing)	
Human & Physical geography 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	Barnaby Bear – (writing, decide whether to take Barnaby to the Orkney Islands or London and explain why/what you would do there.	Journeys – fill in missing features on a map on walk around local area
Human & Physical geography use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Barnaby Bear – writing (describe London	- Journeys – recognizing types of housing - Journeys – fill in missing features on a map on walk around local area - Journeys – transport, roads & road safety - Journeys – identifying human & physical geography in school
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	Barnaby Bear – recognise the UK and capital cities on a map.	
Geographical skills and fieldwork 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	begin to explore compass directions – N, S, E, W	journeys – introduction to maps
Geographical skills and fieldwork 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 of aerial photos of the school – the naughty bus/aeroplane - use of aerial photos of the UK – Barnaby Bear - creating and following maps of the school and grounds - The naughty bus ‘Let’s go for a walk’ correct the aerial view map (building on reception knowledge) - Create map of the school hall using aerial perspective. - creation of class map of the UK	- journeys – aerial map of school - journeys – map of the local area
Geographical skills and fieldwork 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.	- creating and following maps of the school and grounds - The naughty bus - memory map of school – assessment - orienteering (PE)	- journeys – recognising types of houses & complete fieldwork to identify the different houses lived in by the class - journeys – fill in missing features on a map on walk around local area and in of school grounds - journeys – follow and complete a map of the local area - journeys – plan and conduct own fieldwork in school grounds - journeys – learn about how to conduct fieldwork & the equipment needed (BBC bitesize) - orienteering (PE)
Teaching: - Questioning - Exploration & investigation	- Research - Books - mapping	- Enquiry questions - Comparison - Visits/visitors (local area walk) - Fieldwork

Geography in Year 2

National Curriculum subject content

In KS1 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.

Year 2 Geography Scheme of work			
NC (endpoints)↓ Topics →	Autumn Investigating London London Landmarks (skills covered through history topics – TGFOL, TGP,	Spring Mapping Comparing our Local Area to a Himalayan Village India	Summer The Seven Continents The Five Oceans
Locational knowledge name and locate the world’s seven continents and five oceans	•		- locate the seven continents - identify the 5 oceans
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	•	comparing Cheadle Hulme & the Kumaon region in India	comparing the UK to other countries and continents in the world
Human & 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	•	- comparing seasons in India & the UK - use an atlas to investigate why India has a hotter climate than the UK	- Compare climate using climate zone mapping - Identify climate of continents and patterns of locality.
Human & Physical geography 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	•	- Compare Cheadle Hulme & the Kumaon region in India - Everest expeditions	Compare the UK to other countries and continents in the world
Human & Physical geography use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	- Locate pudding lane and landmarks from Stuart times (TGFOL). - Locate houses of parliament (the gunpowder plot) – observe & discuss	Compare Cheadle Hulme & the Kumaon region in India	Compare the UK to other countries and continents in the world
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	TGFOL – old maps & online maps to locate pudding lane and landmarks from Stuart times.	- Locate and explore India - Complete a map of India & the Himalayas using an atlas	- locate the 7 continents & 5 oceans - countries within each continent
Geographical skills and fieldwork 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	orienteering (PE)	use of compass directions including NW, SE, SW, NW to identify points in the classroom & outside.	Christopher Columbus – Transatlantic voyage – identify continents on a map
Geographical skills and fieldwork 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	orienteering (PE)	comparing Cheadle Hulme & the Kumaon region in India using aerial views via google maps	
Teaching: - Questioning - Exploration & investigation	- Research - Books - mapping	- Enquiry questions - Comparison - Visits/visitors (animals from different continents, climbing wall)	

Geography progression at Hursthead Infant School

In order to provide continuity and progression, pupils will use core skills throughout the scheme of work, constantly returning to and exploring these in different ways to develop their early analytical and enquiry skills. Each year group covers different topics in Geography and build upon the knowledge and skills they have developed in previous years. The skills-based approach of the Geography curriculum allows pupils to develop and broaden their skills whilst studying different topics and time periods. We also aim to deepen children's understanding of Geographical concepts by building upon previous knowledge and re-visiting concepts within each new unit of work.

Progression of Geographical skills:

Geography skills progression	EYFS	Year 1	Year 2
Locational & place knowledge	- New school environment - Exploring the outdoor environment - Begin to explore Africa and begin to understand that it is different from the UK (different animals) - Begin to develop awareness of place- Cheadle Hulme, Manchester - Explore houses and addresses	- Name the 4 countries of the UK - Name the capital cities of the countries of the UK - Begins to understand geographical similarities & differences through studying the human & physical geography of London & the Orkney Islands (Autumn) - Explore local area	- Name the 7 continents & 5 oceans - Understand geographical similarities and differences through studying the human & physical geography of a small area of the UK & contrasting non-European country. <i>Mighty mountains – Cheadle Hulme & Kumaon (spring)</i>
Fieldwork	explore outdoor and classroom environments	- Use observational skills to map the school grounds (autumn – the Naughty bus) - Investigate school grounds & local area using observational skills - Practical compass directions N, E, S, W - Orienteering	- Practical compass directions N, E, S, W, NE, SW, SE, NW - orienteering
Use of basic geographical vocab	begin to use and understand positional language	- Use positional language to describe place. - Use and understand geographical vocab (human & physical)	Use and understand geographical vocab (human & physical) – extend vocabulary by looking at features of other countries with differing environments
Using globes, maps & plans	Begin to show and awareness of globes and maps	- Use aerial view - Locate the 4 countries of the UK on a map - Know the shape of the UK and be able to identify it on a globe/map	- Locate the 7 continents & 5 oceans on a map - Locate India on a map - Use aerial photographs to identify geographical features (India & London) - Identify the location of hot and cold areas of the world in relation to the Equator and North & South Poles - <i>around the world</i>
Map work skills	Look at and create simple maps of places from stories & classroom/outdoor area etc.	- Follow map of school grounds & local area - Create own map of the school grounds	- Complete a map of the world (covered in mighty mountains & continents & oceans) - Use maps to extract information – GFOL, fire spreading
Human & physical geography: enquiry and communication skills	Begin to explore seasonal change.	- Explore seasonal change - Begin to explore UK weather patterns - Begin to extract information from aerial maps - Study the key human and physical features of the surrounding environment of my school. <i>mapping – our school grounds</i> - Use observational skills and respond to questions	- Compare UK weather patterns with that of a non-European country - Extract information from maps & aerial photos - Use observational skills and ask & respond to questions

Key geographical knowledge:

Year 1:

- Name the 4 countries of the UK
- Name the capital cities of the countries of the UK
- Identify human and physical features
- Name the four points on a compass (North, East, South and West)

Year 2:

- Name the 7 continents
- Name the 5 oceans
- Identify the location of hot and cold areas of the world in relation to the Equator and North & South Poles
- Name the 8 points on a compass (North, East, South, West, north-east, south-west, south-east & north-west)

Progression of Geographical concepts:

Concepts to run through each year group

Geographical concepts	Definition (from ‘leading primary geography’)	EYFS	Yr 1	Yr 2
Place	“encompasses real as well as perceived and imagined places and refers to: what is in places & what happens there, ways places change and develop, their character and what they are like, how we conceive of and respond to places, whether we prefer them to stay the same or evolve”	- School grounds - Journey to school - Beginning to understand differences in places (water, spring)	- UK - School grounds - Local area - Local area changes (history) - RE – places of worship, special places	- Continents & oceans - GFOL – looking at London - Locate UK and India on a world Map. - Appreciate the distance of India from the UK - Mountains – description of the Everest expedition
Space	“refers to where features and places are located, their distribution, the patterns they form and the networks connecting them. Space describes the formal layout of the natural and the human environment and their fluidity and change. It enables us to recognise and explain the processes affecting them.”	- School building & grounds - Recognise the concept of “map” and how we can use them (treasure hunt Using the Woods) - Create journey sticks to represent locations on a journey around the school. - Follow a route on a map.	- Mapping the school grounds - Mapping the local area - Mapping the hall - Mapping – playground, hall, local area, adjusting maps - Orienteering (PE)	- Continents & oceans - GFOL – looking at London - India - Mountains – description of the Everest expedition - Orienteering (PE)
Scale	“provides the lens to look at the world, from very small sites to local, regional, national, continental and oceanic areas to the whole world. Scale enables many relationships to be identified and particular and wide-ranging patterns and connections to be recognised. Scale supports understanding environmental and place processes and making predictions.”	- Recognise the concept of “map” and how we can use them (treasure hunt Using the Woods) - Follow a route on a map.	- Mapping – playground, hall, local area, adjusting maps - UK - Use of google maps & atlases	- Use of google maps & atlases - Mighty mountains - Locate UK and India on a world Map. - Appreciate the distance of India from the UK - Christopher Columbus circumnavigating the world - TGFOL – looking at maps of how the fire spread
Environment (physical and human processes)	“relates to the land and oceanic surface of Earth, its geology and its atmosphere. It includes the range of Earth’s natural and people-created features and the natural and human actions affecting the world. It explains the processes that create and change natural, built, modified and social environments. This concept helps us predict and plan what might happen.”	- Observation of environment in outdoor area and trips - Discuss differences and similarities between creatures, habitat etc.	- The UK – human & physical processes - Local area	- Continents & oceans – learning about the different continents and their features - India – human & physical processes - Know about the physical and human features of the Kumaon - Know the main differences and similarities between their local area and a village in the Kumaon. - Everest expedition
Looking after our world (<i>Environmental impact & sustainability</i>)	“concerns the interactions between the natural and human environments and their effects on each other, particularly of change and its consequences. It examines the quality, management and care of environments, places and lives. It considers the responsible and exploitative uses of Earth’s resources alongside responses to the degrading of natural and modified environments and damage to people’s lives. It considers ways to improve people’s futures and Earth and the ethics of doing so.”	- How can we look after our school and world environment and make it a healthier place to live? (‘Somebody Swallowed Stanley’ book) - Class discussions - Green Team	- Green Team - Class discussions	- Class discussions - Green Team
Cultural awareness and diversity	“encompasses local and global diversity and the disparities in and of people’s lives and communities and their connections to the natural world. It encompasses social and cultural interests and the dynamics in shared, common and different ways in which people use environmental resources, adapt places, interact and value and modify or conserve their local and national cultures, places and identities.”	Celebrations	- Similarities & differences between different places in the UK - Differences in the types of buildings and objects we have in our local environment, e.g. shops / places of worship	- similarities and differences of climate in the UK, India and Kumaon region - Continents & oceans – learning about the different continents and similarities & differences

By the end of each year children are expected to be able to know and remember key geographical knowledge, apply key geographical skills and understand key geographical vocabulary. These are listed in the grid below.

Assessing Geography at Hursthead Infant School

EYFS – Understanding the world		Children identified as Emerging:					Children identified as Expected: <i>All others</i>		Children identified as Exceeding:								
Year 1 Geography assessment	Locational & place knowledge		Fieldwork		Use of basic geographical vocab			Using globes, maps & plans		Map work skills				Human & physical geography: enquiry and communication skills			
Class:	Name the 4 countries in the UK.	Name the capital cities of the countries of the UK.	Use observational skills to map the school grounds (track, hill, cage)	Investigate school grounds & local area using observational skills (follow simple route by identifying features eg woodland walk, track)	Use mathematical vocab to describe position & location (next to, behind, above).	Use specific vocab to describe physical features: coast, beach, river, sea, hill, woods, countryside, weather, seasons	Use specific vocab to describe human features: Country, capital city, town city, village, farm, bridge	Begin to extract information from aerial photos. (school building, playground, roads)	Use world maps, globes, atlases to identify the UK and its countries	Follow a route on a prepared map (left/right) & find information using a key (gazebo, PE shed, pond,)	Use simple compass directions. N, E, S, W	Use locational & directional language (near, far, left, right) to describe the location of features and routes on a map.	Make a simple map of the school grounds (track, hill, cage)	Begin to explain how I can find information from aerial photos/ maps (use of key)	Use observational skills & respond to questions.	Begin to identify seasonal/daily UK weather patterns (sunny, rainy, cloudy snowy)	To choose a question to investigate through fieldwork (what types of houses in out local area?)
Children identified as not meeting the expected level in Geography:							Children identified as working at the expected level in Geography <i>(all others)</i>		Children identified as greater depth in Geography: (evidence of ability to analyse and research based on verbal responses and level of engagement)								

Year 2 Geography assessment	Locational & place knowledge		Field work	Use of geographical vocab		Using globes, maps & plans			Map work skills		Human & physical geography: enquiry and communication skills				
Class:	Name and locate the world's 7 continents and 5 oceans	Understand geographical similarities and differences through studying the human & physical geography of Cheadle Hulme & Kumaon (S- villages (h) mountains (ph), D-, roads, railways, shops, brick houses (h)	Use maps and follow instructions to identify features and locate significant locations using a key (find 3 things using a key, orienteering)	Use and understand specific vocab to describe physical features: coast, beach, river, sea, hill, woods, countryside, weather, seasons, cliff, mountain, valley, ocean, equator	Use and understand specific vocab to describe human features: Country, capital city, town city, village, farm, bridge, factory, farm, house, office, port, harbour	Identify the location of hot and cold areas of the world in relation to the Equator and North & South Poles (identify 2 hot & cold places and discuss their position compared to the equator/ poles	Locate all 7 continents & 5 oceans on a map	Locate India on a map	Use aerial photographs to identify geographical features (e.g. river Thames, monument, St Pauls)	Complete a map of the world (all continents & oceans)	Use atlases to identify capital and major cities and mountains in India)	Use simple compass directions. N, E, S, W, NE, NW, SE, SW	Compare UK weather patterns with that of a non-European country (India – hot, dry, monsoon. 4 UK seasons)	Use aerial photographs to identify geographical features (eg river Thames, monument, st Paul's)	I can use observational skills and ask & respond to questions regarding the 7 continents & 5 oceans
Children identified as not meeting the expected level in Geography:					Children identified as working at the expected level in Geography <i>(all others)</i>			Children identified as greater depth in Geography: (evidence of ability to analyse and research based on verbal responses and level of engagement)							

Inclusive Practice

Geography Graduated Response Provision Map

Individualised

- equipment fully accessible and used by pupils- writing slopes, wobble cushion,
- Sensory and brain breaks.
- Pre-teach vocabulary as needed and use of word mats that can be used at home as well as school.
- Scaffolding as required to support children to engage in partner / group work.
- Different ways of recording.
- Short tasks, adapted to prevent cognitive overload.

Targeted

- Adapted questioning by teacher to suit needs of child.
- Clear, concise instructions given & task reminders displayed on white board / work sheet.
- Support with writing responses, such scribing, sentence starters & verbal rehearsal of sentences.
- give children extra processing time to answer a question (more than 3 seconds),
- Support with retrieving information from a text/ adapted reading materials to suit reading level.
- Flexible grouping & partner work, e.g: to enable children with poor literacy skills but good geographical knowledge to work together, opportunities for collaborate work in small groups
- Adaptive teaching through scaffolding, modelling & prompting from and adult.
- opportunities to be given to record understanding in different ways – pictorial, written, video recordings or oral explanations, photographs,

Universal

- Use of atlases and maps to support children's knowledge of space & place.
- Use of visuals when learning new vocabulary as a whole class on the IWB,
- Focus on core vocabulary and make sure there are lots of opportunities for oral application,
- Learning Partner work to practice core vocabulary,
- Questioning by teacher explicitly making links between previous learning and existing knowledge, - What did we learn about last lesson? What did we do? Can you still remember...?
- Oral feedback by Teacher to individuals during the lesson,
- IWB resources to not be black on white where possible, dyslexia friendly font.
- Appealing worksheets to promote pride in work.
- opportunities to be given to record understanding in different ways – pictorial, written, video recordings or oral explanations, photographs,
- show examples of WAGOLLS
- ensure equipment is fully accessible and adapted for individuals as needed- writing grips, chunky pencils, ergonomic pens etc,
- Use of DEAL strategies to engage pupils and embed learning.
- Resources available, such as word mats, photographs & timelines to allow pupils to access support but still work independently.
- Flexible grouping & partner work, e.g: to enable children with poor literacy skills but good geographical knowledge to work together, opportunities for collaborate work in small groups
- Adult & peer modelling
- Use of auditory, visual & written resources to engage and suit all learners
- Use of outdoor environment and fieldwork to engage children in real life applications of geography.

Examples of planning at Hursthead Infant School

HURSTHEAD INFANT SCHOOL Autumn Term		YEAR 1	Topic: Our Living World/ Where are we?		
		Geography			
Learning Objectives	Teaching Focus (C/A/S/K)		Vocab	Assessment	Notes for Y1/resources
Identify seasonal and daily weather patterns in the UK Use simple fieldwork and observational skills to study geography of their school and its grounds Geographical concepts: place, space, scale	Our School Grounds & Follow a route around school (Week 1) Introduce daily weather recording and look at https://www.weatheronline.co.uk/ . Explain that we will be learning more about our school and its grounds. What can you see/remember about our school? Draw a memory map of school - memory map wk 1.pub - <i>memory map to go in topic book</i> Read 'Naughty Bus'. Explain how the bus likes to travel around our school and show photographs (see Year Group Geography folder) of places in school that the bus has already visited. Can the children recognise them? Discuss the route that the bus took (gazebo, story teller's chair, pond, PE store, cage, field, baking area, field room, corridor, classroom) and say that we are going to follow it. In groups or as class/half class the children then follow the route using laminated maps and picture cards. Look at an aerial plan of the school on the visualiser/flipchart (this is what a naughty aeroplane would see) and follow the route that the naughty bus took. Can they recognise where the bus is and take a small toy bus around the route on the map using the photos to aid if needed? <i>Take individual photos of the children moving a toy bus around the laminated map and print for topic books. (weeks 1 & 2)</i>		Environment, grounds, map, key, place, space, scale, route	School grounds memory map.	Naughty bus – use black table top to create a Naughty bus play area inc wooden blocks etc. Use Naughty Bus photos from around school and children can create his route on the table top.
Identify seasonal and daily weather patterns in the UK To understand what is meant by a human and a physical feature	Human and Physical Features (Week 2) Recap the journey of the naughty bus & DEAL – children act out the naughty bus's journey adding an action for each location. Sequence the journey (lit link) Discus human (made by people) and physical (naturally occurring) features – can children see something on the map that is a human/physical feature? Did the naughty bus stop at any human/ physical features. Use https://www.youtube.com/watch?v=x0i28cQm5Y8 to introduce human/physical		Environment, grounds, map, key, place, space, scale, route, human features, city, town, village, factory, farm, house, office, port, harbour, shop		

Geographical concepts: place, space, scale, environment	features and then discuss using Human and Physical Features.ppt in Year One>Geography. Daily weather recording. Continue to take individual photos of the children moving a toy bus around the laminated map and print for topic books, if not completed in week 1.	physical features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,		
Identify seasonal and daily weather patterns in the UK To use a UK map to identify the United Kingdom and its countries, capital cities and surrounding seas Geographical concepts: place, space, scale, environment	Where is our school? (Week 3) Daily weather recording. Introduce that we will be learning about where we live. What do you know about where you live? What is it called? What town is it near? What sort of a place is it? Do you like it? Explain that Cheadle Hulme is in England in Great Britain. Share UK map overview inc rep of Ireland.ppt to introduce the UK. Show the location of Cheadle Hulme on the relevant page. Look at photograph of places and features of the four countries in the UK using Photos around the UK flipchart (also available as photo pack of uk.pub for group use if wanted). What can they see? What is it? Where is it? What is an island? Explain that they are all in the UK and locate them on Google Earth. Refer to the class map display. https://www.bbc.co.uk/bitesize/topics/zp8r4xs/articles/z2wjqr watch the bbc bitesize video of what is the UK use the song https://www.youtube.com/watch?v=RvDIZoQLgIE and revisit throughout the year Discuss Barnaby Bear and tell the children that Barnaby likes to visit places in the UK and that they will learn about these places. Watch Barnaby Bear in Chester DVD. <i>Programme content: Intro to a city and how a settlement develops over time, traffic problems in cities. Barnaby visits Roman sites, meets a soldier, looks at old and newer shops/buildings, he experiences traffic problems, visits Chester Races and takes part in mystery plays.</i>	place, space, scale, environment, England Scotland Wales N. Ireland Belfast Cardiff Edinburgh London Landmark		

Date: weeks 3 - 8

LO:

- I can use a UK map to identify the United Kingdom and its countries and capital cities

Vocabulary:

England, Scotland, Wales, N. Ireland, Belfast, Cardiff, Edinburgh, London, North/ Irish Seas, English Channel, United Kingdom

Concepts: **Geographical concepts:** place, space, scale, environment

Our Skills

Skill 1: Begin to understand geographical similarities & differences through studying the human & physical geography

Skill 2: Locate the 4 countries of the UK on a map

Skill 3: Know the shape of the UK and be able to identify it on a globe/map

Learning last year: Begin to develop awareness of place- Cheadle Hulme, Manchester and England

Learning next year: Locate the 7 continents & 5 oceans on a map.



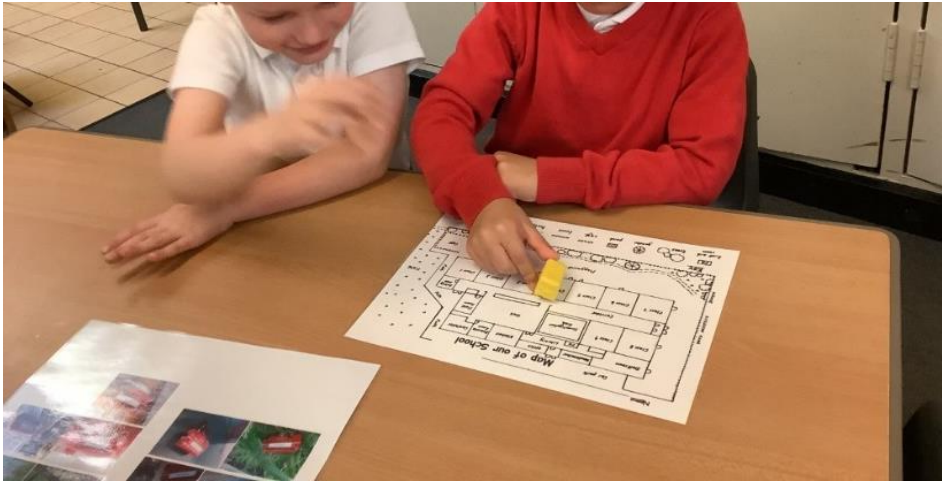
Examples of Geography work:



EYFS – following a map



EYFS – exploring the woodland



Yr 1 – tracking the route of the naughty bus.

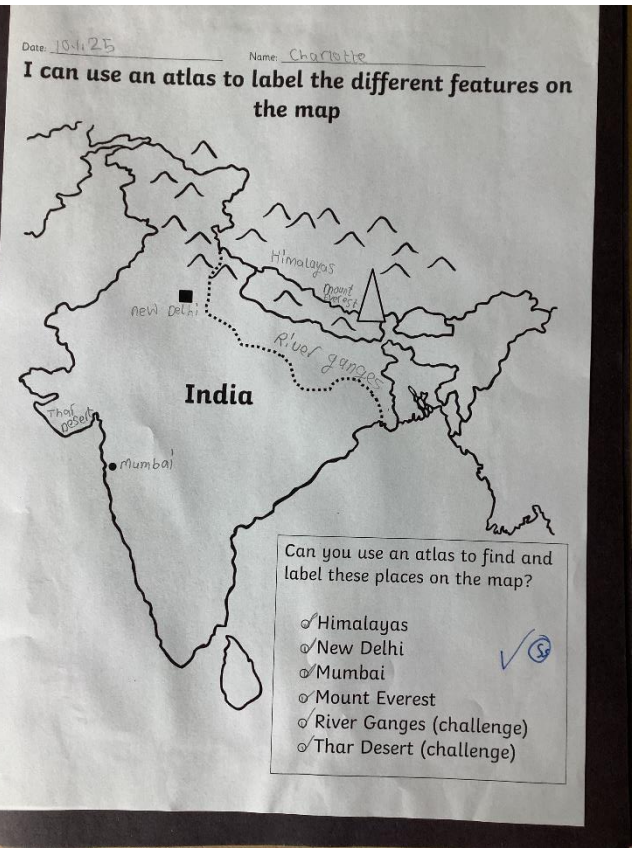


Yr 1 – fieldwork in the school grounds

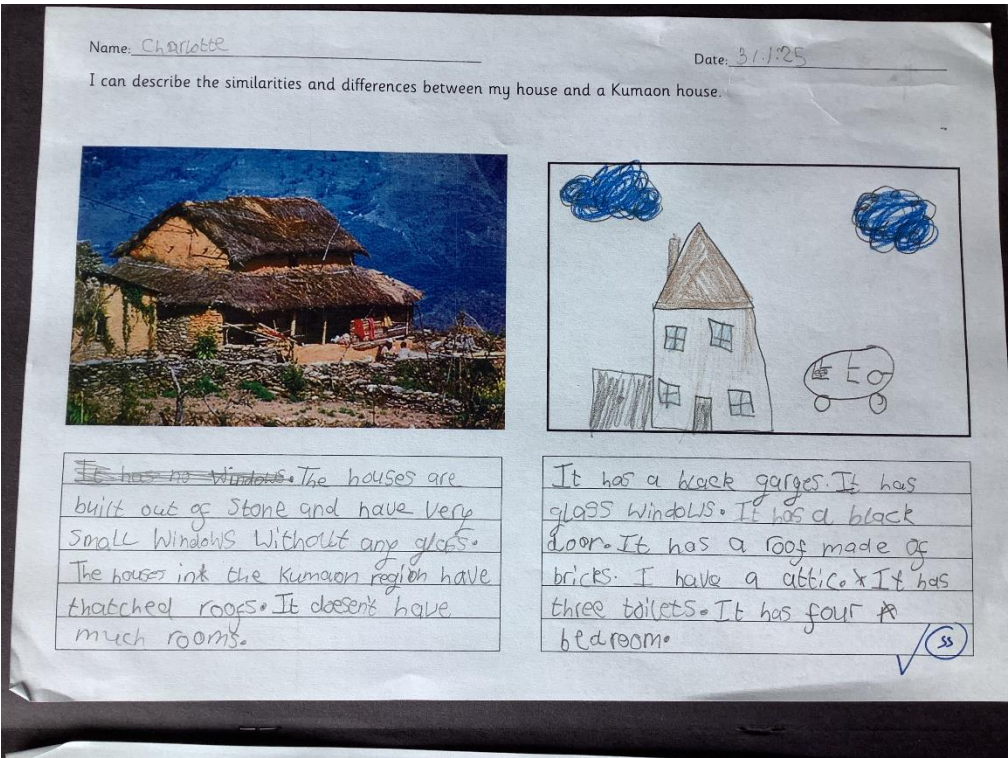
Examples of Geography work:



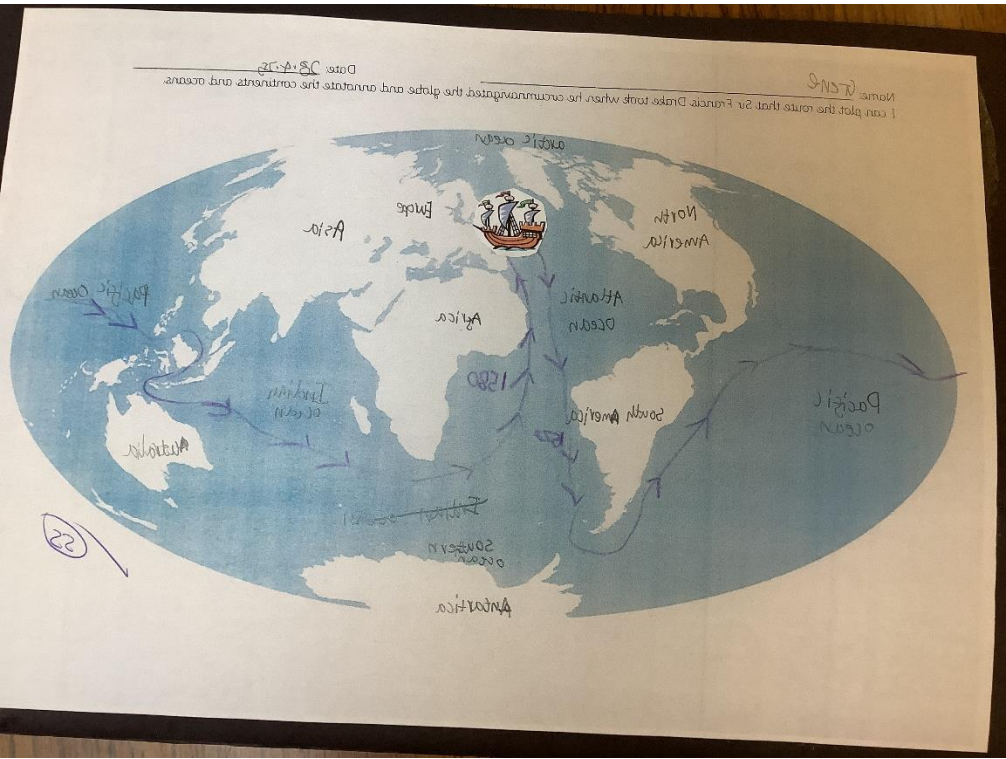
Yr 1 Mapping the school hall



Yr 2 – identifying locations in India



Yr 2 – compare Cheadle Hulme and the Kumaon region of India



Yr 2 – identifying continents & oceans

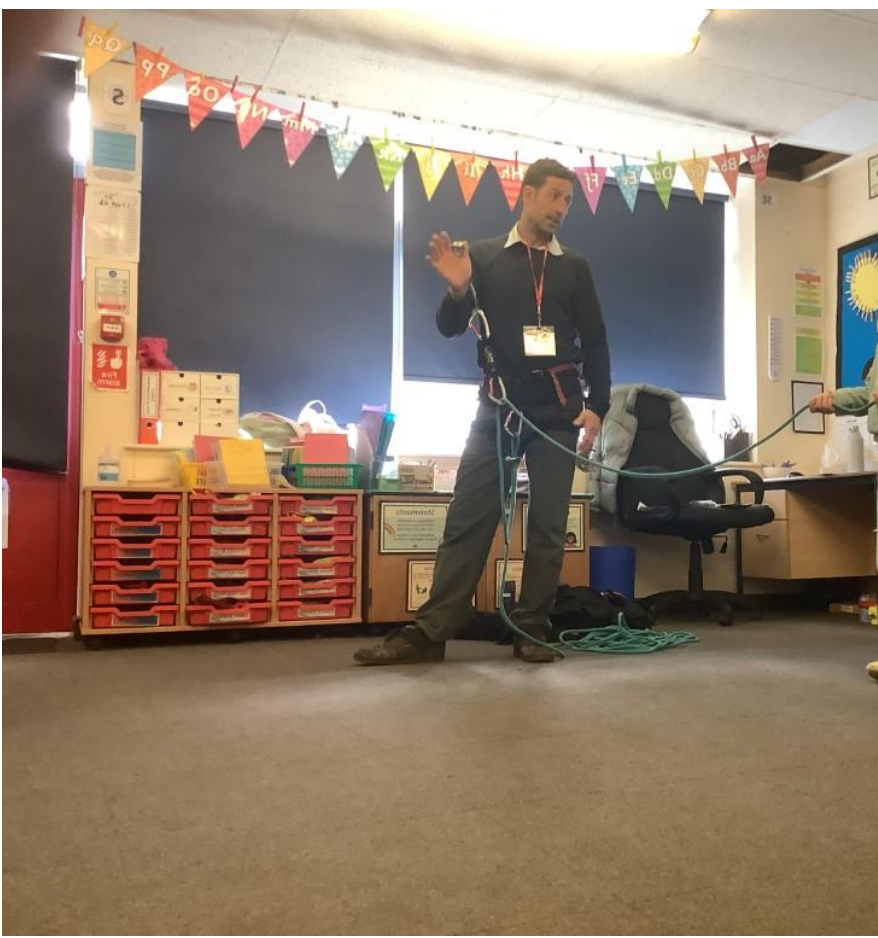
Extra opportunities for Geography:

Yr 1 – local area walk



EYFS – signs of Spring walk

Yr 2 – climbing wall



Yr 2 – mountaineer talk.

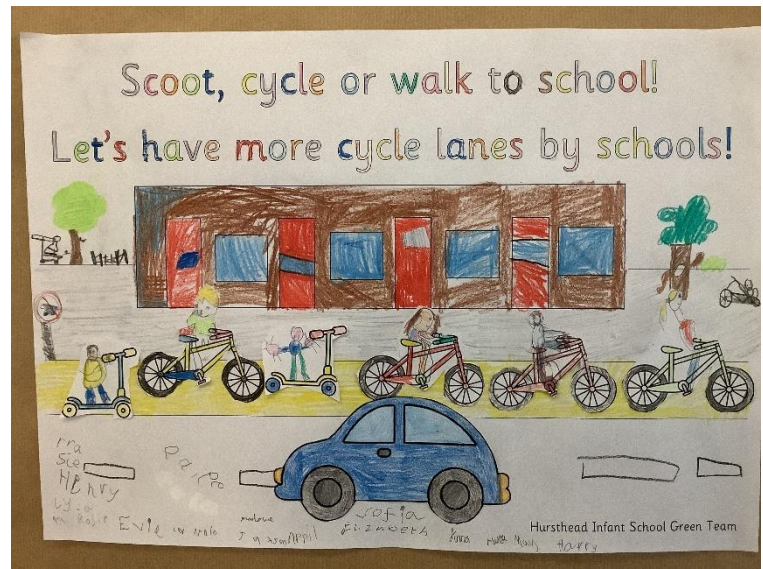
The Green Team – Each year, two children from each class are chosen to represent the pupils by being on the Green Team. The role of the Green Team is to find ways of protecting the natural environment around our school and to promote environmentally friendly activities such as walking to school and recycling.



Stockport Climate assembly



Making bird feeder to encourage biodiversity



Investigating ways to reuse and recyle paper



Cycle to school Challenge



Planting and maintaining

Pupil Voice

“I really liked learning with Barnaby Bear. I liked it when he went to visit London.”

“I liked learning the countries and capitals of the UK. I love the song!”

“We used a map to follow the naughty bus as it moved around our school.”

“I liked mapping the school hall. We used an aerial view, this means you can only see the tops of things.”

“In Geography we use compasses to show us which direction North is. We played a game where we travelled in different directions.”

CPD

This can take many forms including but not limited to: staff meetings, attendance at subject leader meetings, Geography specific training linked to phases/year groups. Engagement in this training allows for the development of staff confidence, knowledge and curriculum coverage across the school.

All staff can also access curriculum CPD and resources through Twinkl.

<https://www.twinkl.co.uk/resources/twinkl-cpd>

Governors are also kept up to date with any changes made to the Geography curriculum through presentations by the subject coordinator and regular visits into school.