

GEOGRAPHY

GEOGRAPHY INTENT STATEMENT

At Oldbrook First School, our intention is to teach children the key skills and knowledge required by the National Curriculum by making the learning relevant, exciting and memorable to them. Our Geography curriculum is designed to equip pupils with the knowledge and understanding about diverse places, people and resources within natural and human environments. Pupils will develop their geographical skills in order to carry out effective enquiries. Geography teaching will begin with learning about the children's own environments such as school or home. It will branch out into study of Milton Keynes which is closely linked with History, R.E. and other subjects to embed skills and knowledge. Later the children will learn about the U.K. and other countries by naming places as well as comparing locations. Again, reference to places children have visited, wherever that is in the country or the world, will be used to consolidate understanding. By the end of their time at Oldbrook School we expect children to have an awareness of different countries and environments. They should be able to talk about them using first hand observation and other sources of information. They should be able to describe and compare locations. They should be able to name some places in this country and around the world and should be able to link their understanding of place with many other areas of their learning.

GEOGRAPHY IMPLEMENTATION

In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum. At Oldbrook First School, we feel Geography is important in enabling all children to gain 'real-life' experiences. Children move from exploring and learning about their school and home environments, learning about the wider local environments including the local park and then comparing their environment to a contrasting place. Throughout this learning skills and knowledge are developed to prepare children for the Key Stage 2 curriculum.

GEOGRAPHY IMPACT

The impact and measure of this is to ensure that children at Oldbrook First School are equipped with geographical skills and knowledge that will enable them to be ready for their future Geography learning and for life as an adult in the wider world.

We want the children to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.

CURRICULUM OVERVIEW

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	<p>Autumn</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials • . Understand position through words alone. For example, “The bag is under the table,” – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’ <p>To understand and explore Harvest.</p>	<p>Night and day/ light and dark Owl life cycle</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Winter Arctic/ Know that there are different countries in the work and talk about the differences they have experienced or seen in photos. Know that there are different countries in the work and talk about the differences they have experienced or seen in photos.</p> <p>Maps and Forest trail</p>	<p>Weather and water cycle</p> <p>Duckling life cycle</p>	<p>Spring</p> <p>maps, bear hut and bears from around the world</p>	<p>Maps Farm/seaside comparison Summer</p> <p>City and town comparison.</p>
Reception	<p>Autumn</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials • . Understand position through words alone. For example, “The bag is under the table,” – with no pointing. • Describe a familiar route. 	<p>Night and Day/ light and dark</p> <ul style="list-style-type: none"> • Explore the natural world around them. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Understand some important 	<p>Winter/ Arctic</p> <p>Maps and Forest trail</p> <ul style="list-style-type: none"> • Draw information from a simple map. • • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 	<p>Weather and water cycle</p>	<p>Spring</p> <p>Maps, bear hut and bears from around the world</p> <p>Recognise some similarities and differences between life in this country and life in other countries Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge</p>	<p>Maps Farm/seaside comparison Summer</p> <p>City and town comparison.</p> <p>Recognise some environments that are different to the one in which they live.</p>

	<ul style="list-style-type: none"> • Discuss routes and locations, using words like 'in front of' and 'behind' <p>To understand and explore Harvest.</p>	<p>processes and changes in the natural world around them, including the seasons.</p>			<p>from stories, non-fiction texts and (when appropriate) maps.</p> <ul style="list-style-type: none"> • 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. 	
<p>Year 1</p>	<p>Percy the park keeper Create simple maps and plans. Fieldwork skills to explore the local park. Begin to name human and physical features linked to school.</p> <p>Autumn</p>	<p>Use of Maps is included in our History learning about MK.</p> <p>(Winter)</p>		<p>(Spring)</p>	<p>Map Skills Use keys, different scales, different types of maps. Basic map of imaginary location Identify hot and cold countries/continents Animal locations Create simple maps and plans (include NESW) Oceans. Use aerial photos and plans to recognise landmarks human and physical-e.g. oceans continents, northern and southern hemisphere, cold and hot areas, including the equator</p>	<p>Explore the continents with maps - use atlases and globes and identify countries Explore landmarks and culture human and physical features)</p> <p>(Summer)</p>
<p>Year 2</p>		<p>Name and locate the four countries of the UK and their capital cities. Continents and oceans.</p>			<p>Understand geographical differences and similarities of physical and human features between a small area</p>	<p>Identify and name some physical and human land features including beach, cliff, coast, sea, ocean, port, harbour, town,</p>

		<p>Make a model of a landmark.</p> <p>Use of maps</p>			<p>of the UK and a Non-EU Country Masai Mara</p> <p>Use of Maps</p>	<p>farm, village city.</p> <p>Compare similarities and differences between two contrasting areas (Milton Keynes, Struay, Southend)</p> <p>Devise a map and use and construct a simple key</p> <p>Make a model of a lighthouse/ other geographical features?</p> <p>Use of maps</p>
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CULTURAL CAPITAL OVERVIEW

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	<p>Local/ seasonal knowledge</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • 		Different environments- Arctic		.	Seaside environment/ farm (different locations)
Reception	<p>Local/seasonal knowledge</p> <p>Changes in environment</p>				Bears from around the world- knowledge of other places in the world	City and town comparison. (different locations)
Year 1	<p>Knowledge of local area including trees and seasonal changes.</p>				Learn about different environments around the world e.g. hot and cold areas.	Learn about different continents around the world and some aspects of culture in each continent
Year 2		Knowledge of the UK.			Compare the UK with another culture- Masai	Learn about a contrasting location in the UK.

GEOGRAPHY PROGRESSION OF SKILLS

	Early Years Foundation Stage	Year One	Year Two
Locational Knowledge	Talk about the features of their own immediate environment of the school, local community and places they experience.	Name and locate the world's seven continents and five oceans.	Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.
Place Knowledge	Children look closely at similarities and differences in relation to places they know and communities and how environments might vary from one another, patterns and change.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.	Understand geographical similarities and differences through studying human and physical geography of a small area of the UK Kingdom, and of a small area in a contrasting non-European country.
Human and Physical Geography	Express their opinions on natural and built environments. Shows interest in different occupations and ways of life.	Identify seasonal and daily weather patterns in UK. Identify 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: forest, hill, soil, season, weather city, town, village, factory, farm, house, office, shop	use basic geographical vocabulary to refer to: <input type="checkbox"/> key physical features, including: beach, cliff, coast, mountain, sea, ocean, river, valley, vegetation, <input type="checkbox"/> key human features, including: port, harbour
Geographical Skills – Enquiry and Investigation	Comment / ask questions about aspects of their familiar world such as the place where they live or the natural world. Show care and concern for living things and the environment. Show interest in the lives of people who are familiar to them. Know that other children don't always enjoy the same things.	Ask and answer simple geographical questions. Express their views on some features of their environment. Describe similarities and differences when studying places and features.	Ask and answer simple geographical questions. Make observations about features that give places their character. Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.
Fieldwork	Find out about the environment by talking to people, examining photographs, simple maps and visiting local places.	Use simple fieldwork and observational skills when studying the geography of their school and its grounds. Also visit to the local park. Links with History of Milton Keynes- trip to the Centre.	Develop simple fieldwork and observational skills when studying the geography of their school and local environment and our city. Also a trip to a contrasting environment.
Geographical Skills – Interpret a Range of Sources of Geographical Information	Examine a range of sources such as simple maps, photographs, magnifiers and visiting local places.	Use a range of sources such as simple maps, globes, atlases and images. Know that symbols mean something on maps. Links with History- use of maps of the	Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.

		local area.	
Vocabulary	<p>Use basic geographical vocabulary to refer to:</p> <p>School, field, playground, classroom/ homebase, hall, inside, outside,</p> <p>Home, house, road, path</p>	<p>Use basic geographical vocabulary to refer to:</p> <p>use basic geographical vocabulary to refer to:</p> <p>forest, hill, soil, season, weather city, town, village, factory, farm, house, office, shop</p>	<p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, mountain, sea, ocean, river, valley, vegetation,</p> <p><input type="checkbox"/> key human features, including: port, harbour</p>