

# 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
<b>Nursery</b>	<p>Autumn</p> <ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials</li> <li>• . Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like ‘in front of’ and ‘behind’</li> </ul> <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>
<b>Reception</b>	<p>Autumn</p> <ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials</li> <li>• . Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</li> <li>• Describe a familiar route.</li> </ul>	<p>Night and Day/ light and dark</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Understand some important</li> </ul>	<p>Winter/ Arctic</p> <p>Maps and Forest trail</p> <ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>•</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul>	<p>Animal comparison</p> <p>Minibeasts</p> <p>Describing 2 different places where animals can live</p>	<p>Spring Planting</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 from stories, non-fiction texts and (when</p>	<p>Maps 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"> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'</li> </ul> <p>To understand and explore Harvest.</p>	<p>processes and changes in the natural world around them, including the seasons.</p>			<p>appropriate) maps.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	
<p><b>Year 1</b></p>	<p>Oldbrook</p> <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>United Kingdom</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use world maps atlases and globes to identify the UK and its countries.</p>		<p>Human and Physical Features</p> <p>Use simple compass directions and locational and directional language for example, near and far; left and right to describe the location of features and routes on a map.</p> <p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> key physical features, including: forest, hill, soil, season, weather city, town, village,</li> <li><input type="checkbox"/> key human features, including: factory, farm, house, office, shop, factory, port, harbour</li> </ul>	
<p><b>Year 2</b></p>	<p>Milton Keynes and Msai</p> <p>Understand</p>		<p>Name and locate the world's seven continents and five</p>		<p>Human and Physical Features</p>	

	<p>geographical similarities and differences through studying human and physical geography of Milton Keynes in the UK Kingdom, and of a small area in a contrasting non-European country – Masai Mara</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 and key.</p>		<p>oceans.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use world maps atlases and globes to identify countries, continents and oceans.</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 and key.</p>	
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

## CULTURAL CAPITAL OVERVIEW

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Nursery</b>	Talk about ourselves and our families	Autumn changes Light and dark Bonfire Diwali Christmas	Winter changes Melting and freezing Comparing places	Animal comparisons  Minibeasts  Animal life cycle	Spring and Summer changes  Planting  Human life cycle	Healthy food
<b>Reception</b>	Changes in myself Human timeline	Autumn changes Nocturnal animals Light and dark Our home – what does it look like, where do we live	Winter changes Melting and freezing Arctic – comparison of here and the animals that lie there	Animal comparisons  Minibeasts  Animal life cycle  Describing 2 different places where animals can live	Spring and Summer changes  Planting	Dissolving Simple reading of a map
<b>Year 1</b>	Knowledge of local area including trees and seasonal				Learn about different environments around the world e.g. hot and	Learn about different continents around the world and some

	changes.				cold areas.	aspects of culture in each continent
<b>Year 2</b>	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
<b>Locational Knowledge</b>	<p>Describes what they see/hear/feel and explores the world around them</p> <p>Knows about similarities and differences in relation to places, objects and materials</p> <p>Talk about the features of their own immediate environment might vary from another</p>	Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.	Name and locate the world's seven continents and five oceans.
<b>Place Knowledge</b>	Knows that there are lots of places all over the world and there are lots of different languages	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.
<b>Human and Physical Geography</b>	Comparison of hot and cold places.	<p>Identify seasonal and daily weather patterns in UK.</p> <p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> key physical features, including: forest, hill, soil, season, weather city, town, village,</li> <li><input type="checkbox"/> key human features, including: factory, farm, house, office, shop, factory, port, harbour</li> </ul>	<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> key physical features, including: beach, cliff, coast, mountain, sea, ocean, river, valley, vegetation,</li> <li><input type="checkbox"/> key human features, including: port, harbour</li> </ul>

<p><b>Geographical Skills and Fieldwork</b></p>	<p>Comment / ask questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Show care and concern for living things and the environment.</p> <p>Show interest in the lives of people who are familiar to them.</p> <p>Find out about the environment by talking to people, examining photographs, simple maps and visiting local places.</p> <p>Draw information from a simple map of Milton Keynes.</p> <p>Use and create imaginative small worlds. Examine a range of sources such as simple maps, photographs, magnifiers and visiting local places.</p>	<p>Use world maps atlases and globes to identify the UK and its countries.</p> <p>Use simple compass directions and locational and directional language for example, near and far; left and right to describe the location of features and routes on a map.</p> <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 countries, continents and oceans.</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 and key.</p>
<p><b>Vocabulary</b></p>	<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:</p> <p>beach, cliff, coast, mountain, sea, ocean, river, valley, vegetation,</p> <p>□ key human features, including:</p> <p>port, harbour</p>