



Bramley C of Infant and Nursery School

Geography

Rationale for Geography

Our curriculum is designed to meet the expectations outlined in the National Curriculum and Early years foundations stage (EYFS) statutory framework. To support the Early years development, we use the Birth to 5 matters (non-statutory guidance.)

Intent

At Bramley Infant and Nursery School our geography curriculum, linked to our school vision statement of 'wonder why' is designed to inspire children's natural curiosity and fascination about the world and its people. The curriculum is designed to equip all children with knowledge about their locality, different and diverse places, people, resources and natural and human environments. An understanding of human and physical processes is explored as children journey through the school. The development of vocabulary is paramount and through teaching and learning opportunities, meaning is given to a wide range of geographical vocabulary. We also develop the children's ability to apply geographical skills to enable them to confidently ask questions, communicate their findings and share their geographical understanding.

Implementation

The school grounds and local area are used by all year groups for a range of practical activities and learning. This starts in the Early Years with their daily outside learning opportunities and is further enhanced by our outdoor learning sessions. In KS1, the children use the school grounds and explore the wider locality of Bramley.

In KS1, Kapow geography is used to support our delivery the geography curriculum. Kapow geography is a progressive and spiral scheme of learning. In planning the lessons, Kapow geography ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The tables below draw out the spiral knowledge and skills progression within each key stage, including the key vocabulary used.

Geography may be taught through a whole class session, or through specific activities. In EYFS teachers will look at 'understanding the world' when planning. This will be delivered through some short, whole class teaching or continuous provision activities which children can independently access and explore.

In order to ensure children demonstrate their ability to 'know more, remember more, and understand more', pupils will explore and record their knowledge and understanding in a range of ways. These include, but are not limited to writing, observational drawing, labelled photographs and maps. Staff will assess children's development and progress using observation and moderation of children's work. Pupil voice also supports teachers' assessment.

Impact

- At the end of KS1 children will be able to talk confidently with empathy about the world in which they live, making links to Bramley and the wider world.
- Children will be able to accurately use key vocabulary to describe the similarities and differences in physical and human features.
- Children will then start their next year of learning with the necessary skills and knowledge to build upon.

Geography

Golden Threads



- 1 Observing the natural world
- 2 Position and direction
- 3 Growth and change

PS/N

YEAR R

- 1 Position and direction
- 2 Changing seasons / nature
- 3 Mapping

- 1 What is it like here?
- 2 What is the weather like in the UK?
- 3 What is it like to live in Shanghai?

YEAR 1

YEAR 2

- 1 Would you prefer to live in a hot or cold place?
- 2 Why is our world wonderful?
- 3 What is it like to live by the coast?



Core Knowledge and Skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Topic: Autumn Begin to remember their way around a familiar environment Able to follow directions Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles	Topic: Light and Dark and Christmas Respond to some positional language	Topic: Nursery Rhymes Explore how things look from a different viewpoint including near or far away Can talk about some of the things they have observed such as plants, animals, natural and found objects	Topic: New life and Easter Can talk about some of the details of things they have observed such as plants, animals, natural and found objects	Topic: Friends and family Enjoys playing with small world reconstructions, building on first-hand experience, e.g. visiting farms, garages, train tracks, walking by river or lake	Topic: Courage Understands 'where' in simple questions
Pre-School	Topic: Autumn	Topic: Light and Dark and Christmas	Topic: Nursery Rhymes	Topic: New life and Easter	Topic: Friends and family	Topic: Courage Questions why things happen

	Observing things in the natural world. Begin to use talk to explain what is happening. Following directions and respond to some positional and directional language.	Comments and asks questions about aspects of their familiar world, such as where they are. Beginning to understand growth and changes over time.	Beginning to understand why and how questions and responding correctly. Developing an understanding of growth, decay and changes over time. Talks about why things happen and how things work.	Beginning to understand why and how questions and responding correctly. Questions why things happen and gives explanations. Talks about why things happen and how things work.	Shows care and concern for living things and the environment. Beginning to understand the effect their behavior can have on the environment. Developing an understanding of growth, decay and changes over time. Questions why things happen and gives explanations.	and gives explanations using a range of tenses. Shows care and concern for living things and the environment.
Reception	Topic: Autumn To investigate the environment around me and compare it to others that I have experienced. Look closely at similarities, differences, patterns and change in nature.	Topic: Light and Dark Autumn into Winter- Look closely at similarities, differences, patterns and change in nature. Learning about seasonal vocabulary from non-fiction texts	Topic: Storytelling To describe immediate environment using knowledge from observations, stories and maps and how environments might vary from one another.	Topic: Storytelling Spring- Look closely at similarities, differences, patterns and change in nature, including changes in daylight. Knows about similarities and difference in	Topic: Not a Box Uses spatial language including following and giving directions, using relative terms and describing them from different viewpoints. Understand some important processes and	Topic: Pirates

	Responds to and uses the language of position and direction.	shared with the class.	To begin making simple maps of familiar and imaginative environments, with landmarks	relation to places, objects, materials and living things Able to follow and uses the language of position and direction.	changes in the natural world around them, including the seasons and changing states of matter	
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Locational knowledge	Year 1	Year 2	National curriculum - end of KS1 Pupils should be able to:
	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.	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.	Name and locate the world's seven continents and five oceans
	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).	To be able to name the seven continents of the world. To be able to name the five oceans of the world.	
	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.	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.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
	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.	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.	

Human and physical geography	Year 1	Year 2	National curriculum - end of KS1 Pupils should be able to:
	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'.	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.	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
	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.	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.	
	Recognising some physical features in their locality.	Describing the key physical features of a coast using subject specific vocabulary.	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
	To know that physical features means any feature of an area that is on the Earth naturally.	To know that coasts (and other physical features) change over time. To know some key physical features of the UK.	
	Recognising some human features in their locality.	Describing and understanding the differences between a city, town and village. Describing the key human features of a coastal town using subject specific vocabulary.	Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
	To know that human features means any feature of an area that was made or built by humans.	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.	

Place knowledge	Year 1	Year 2	National curriculum - end of KS1 Pupils should be able to:
	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.	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.	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
	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.	To know some similarities and differences between their local area and a contrasting non-European country.	

Geographical skills and fieldwork	Year 1	Year 2	National curriculum - end of KS1 Pupils should be able to:
	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.	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.	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
	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. Beginning to use 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 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.	Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map
	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.	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

Key Vocabulary

Nursery	House, garden, family, up, down, in, out.
Pre-School	Home, school, in front, behind, on top, under, indoors, outdoors, farm, woods, forest, park, hot, cold.
Reception	Map, place, behind/in front of, next to, above, below, inside, outside, up, down, school, same, different, home, house, road, street, park, shop, field, hill, beach, hot weather, cold weather.
Year 1	Aerial view, locate, sea, key, land, map, symbol, north, south, east, west, United Kingdom, autumn, summer, winter, continent, country.
Year 2	Ocean, weather, temperature, thermometer, human feature, physical feature, river, landmark, capital city, lake, coast, town, cliff, tourist.

