



## Geography Curriculum – Infant School

### Essential Knowledge

#### National Curriculum: Purpose of Study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

#### National Curriculum Aims

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.

#### National Curriculum Key Stage 1

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.

Pupils should be taught to:

##### **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, 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.
- ☒ 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 simple fieldwork and observational skills to study the geography of their school and in its ground the key human and physical features of its surrounding environment.

	Reception	Year 1	Year 2	Year 3
Human Geography Knowledge	<i>focus</i>	<u>Country of focus: UK</u> Paddington's Adventure <i>What is the United Kingdom like?</i>	<u>Country of focus: UK</u> Paddington's Adventure <i>What is the United Kingdom like?</i>	<u>Country of focus: UK</u> <i>How do we get what we need in Stonehouse?</i>
	Recognise some similarities and differences between life in this country and life in other countries. (Understanding the World)	<u>Key Knowledge and Vocabulary:</u> - use basic geographical vocabulary to refer to: key human features, including: city, town, village, port, harbour, shop.  <u>Key Knowledge and vocabulary</u> - A town is a place with many streets and buildings, where people live and work. It is bigger than a village (more people, shops and schools) but smaller than a city. - A village is a group of houses and other buildings that is smaller than a town, usually in the countryside. - A city is a large town, like London. - A port is a town or city with a harbour where ships load or unload. - A harbour is an area of deep water which is protected from the sea by land or walls, so that boats can be left there safely. - A shop is a building or part of building where things are sold.	<u>Key Knowledge and Vocabulary:</u> - revisit Y1 taught vocabulary- key human features, including city, town, village, port, harbour, shop. Extend to include-factory, farm, house, office.  <u>Key Knowledge and Vocabulary:</u> - A factory is a building or set of buildings where large amounts of goods are made using machines. - A farm is an area of land, together with a house and buildings, used for growing crops and/or keeping animals as a business. - A house is a building that people, usually one family, live in. - An office is a room or part of building in which people work.	<u>Types of settlement (Features of a village, town and city)</u> <u>Key Knowledge and Vocabulary:</u> - Village is a group of houses and other buildings, larger than a hamlet and smaller than a town, situated in a rural area. - Town is a built-up area with a name, defined boundaries, and local government, which is larger than a village and generally smaller than a city. - City is a large human settlement. It can be defined as a permanent and densely settled place with administratively defined boundaries whose members work primarily on non-agricultural tasks.
	-Name different types of houses and buildings.	- To be able to say they go to school in a town called Stonehouse.  -To know the main differences between a city and a town.	- To be able to say they live in England.  -To explain some of the advantages and disadvantages of living in a city or a town/village	<u>Distribution of natural resources (energy, food, minerals and water) and economic activity including trade links in Stonehouse</u> <u>Key Knowledge and Vocabulary:</u> - Local substations provide electricity to homes and businesses for lighting, heating, etc. - Water is supplied from the local water treatment plant. This is supplied to local homes and businesses. - Fuel is bought from shops and petrol stations for use at home and in vehicles. - People go to the shops to get their food, etc. The shops are stocked from local suppliers and beyond.
		<u>Country of focus: Italy</u>	<u>Country of focus: UK</u>	<u>Country of focus: UK</u>
Physical Geography Knowledge	-Recognise some environments that are different to the one in which they live. (Understanding the World)	<u>Key Knowledge and Vocabulary:</u> - To be able to use geographical vocabulary to refer to key physical features, including: beach, cliff, hill, river, coast, season  -Beach-an area of sand or small stones near the sea or another area of water such as a lake. -Cliff- a high area of rock with a very steep side, often on a coast. -Hill- an area of land that is higher than the surrounding land. -River- a natural fresh flow of water across the land into the sea, a lake, or another river	<u>Key Knowledge and Vocabulary:</u> - revisit Y1 taught vocabulary – Key physical features including, Beach, cliff, hill, river, coast. Extend to include-forest, sea, ocean, soil, valley, vegetation, and weather  Forest-a large area of land covered with trees and plants, usually larger than a wood. Sea- the salty water that covers a large part of the surface of the earth, or a large area of salty water, smaller than an ocean, that is partly or completely surrounded by land. Ocean- a very large area of sea	

		-Coast- the land next to or close to the sea. Season-one of four periods of the year; spring, summer, autumn, winter.	Soil- the material on the surface of the ground in which plants grow. Valley- an area of low land between hills or mountains, often with a river running through it. Vegetation- plants or plants that are found in a particular area. Weather- the conditions in the air above the earth (such as wind, rain, or temperature)	
		<u>Key Knowledge and Vocabulary:</u> -physical features are natural: they would be here even if people weren't. -human features are made by people, like buildings, roads and bridges.	-To be able to distinguish between physical and human features.	<u>Rivers - Nile</u> <u>Key Knowledge and Vocabulary:</u> - Know that rivers have the following parts and explain what they are: bank, bed, floodplain, meander, mouth, source, delta, stream, waterfall - Rivers play a big role in the water cycle by transporting water from source to sea - Famous rivers: Nile, Amazon, Ganges, Danube, Severn, Yangtze, Volga, Mississippi, Zambezi, Thames
	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (Understanding the World) -Understand the effect of changing seasons on the natural world around them. (Understanding the World)			<u>Water Cycle</u> <u>Key Knowledge and Vocabulary:</u> - Water starts at the source of a river. It makes its way along the river's path to the sea. From the sea, it makes its way to the clouds and then moves over the land and then rains. Water goes back into the rivers, down through the soil and rocks to underground rivers and it also gets back to the source.
			-	<u>Floods</u> <u>Key Knowledge and Vocabulary:</u> - Natural disasters are major negative events that are caused by natural processes on the Earth - A flood is a large amount of water covering an area of land that is usually dry. Floods can happen anywhere in the world. - Flooding is normally caused by natural weather events such as: heavy rainfall over a short period or prolonged, extensive rainfall. - Not all flooding is bad. While floods bring hazards, they also bring nutrients and essential components for life. Seasonal floods can renew ecosystems, providing life-giving waters in more ways than one. Floods transport vital nutrients to the surrounding land. Used in agriculture.
Place Knowledge	-Talk about the people who live in their house.	- to talk about the geographical differences and similarities between Stonehouse and a city in the UK.	-To know the main geographical differences between a place in England and that of a small place in a non-European country.	<u>Climate</u> <u>Key Knowledge and Vocabulary:</u> - Climate is a description of the average weather conditions in a certain place for the past 30 or so years. Different areas of the world have different climates. We call these climate zones. - Climate is influenced by lots of different things, including: how near or far a place is from the Equator, how near or far it is from the sea, how high or low the ground is or its position on a continent - Investigate the climate of different parts of the UK and Egypt.
	-Talk about the people who go to my school.			
	-Talk about key past experiences in my life, such as going on holiday.			Understand human geographical similarities and differences between the UK and Egypt - Compare famous landmarks
Locational Knowledge	-Know the name of the place in which they live.	-To know the names of and locate the four countries that make up the UK .	-To know the names of and locate the world's seven continents of the world.	Understand physical geographical similarities and differences between the UK and Egypt - Compare rivers

	-Name the school they attend.	- To name and locate the seas and ocean surrounding the UK English Chanel, Irish Sea, Atlantic Ocean, North Sea,	-To know the names of and locate the five oceans of the world.	Begin to explain what it is like and what happens there	
		-To be able to identify the UK on a world map and a globe.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom <u>and its surrounding seas.</u>		
		-To Know where the Equator, North Pole, South Pole are on a globe.		Name and locate the countries and capital cities of the UK	
				Name and locate major countries and their capital cities in Western Europe	
Geographical and Fieldwork Skills	-Draw information from a simple map. (Understanding the World)	-To know and recognise main weather symbols.	-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.	Identify the position and purpose of the northern hemisphere, southern hemisphere and equator	
	Explore the natural world around them, making observations and drawing pictures of animals and plants. (Understanding the World)	-To know which is the hottest and coldest season in the UK.	-Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.		
	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (Understanding the World)	-To begin to use locational and directional language such as, near and far.	- To know and use the terminologies: Left and right, below and next to, to describe the location of features and routes on maps.		
	)	-To know which is N, E, S, W on a compass.	To be able to use four points of a compass to build knowledge of the United Kingdom, using North, South, East and West.		
			- To know their address, including their postcode.		Begin to use 4 compass points to follow/give directions
		- to follow a route on a simple map.	-to devise a simple map and use and construct basic symbols in a key.		Begin to use letter/number co-ordinates to locate features on a map
		-Begin to use aerial photographs to recognise landmarks. A landmark is an object or building that people recognise.	- to use aerial photographs and plan perspectives to recognise landmarks and basic physical and human features of the UK.		Begin to use standard symbols and a key
		- to use simple fieldwork and observational skills to study the geography of my school and its grounds.	--to use simple fieldwork and observational skills to study the geography of our school and its ground and the key physical and human features of its surrounding environment.		Locate places on larger scale maps (e.g. map of Europe or Africa on an atlas or globe)
		- To use maps and globes to locate the UK and its countries.	-to use world maps, atlases, globes, and digital/computer mapping (Google Earth) to locate familiar countries around the world, the seven continents and the five oceans.		Begin to compare maps with aerial photographs
					Begin to use map sites on internet (e.g. Google Earth)
					Draw a sketch of a simple feature from observation or photo
					Draw a sketch map from a high view point
					Begin to ask/initiate geographical questions
			Gain confidence in speaking to an unfamiliar person prepared questions		
			Record findings on a prepared pro-forma		
			Begin to collect and record evidence		
			Analyse evidence and begin to draw conclusions between two locations		