

## Geography Intent

Geography underpins a lifelong 'conversation' about the earth as the home of humankind. At North Baddesley Infant School, pupils develop a sense of place and belonging. They build strong foundations for future geographical learning and grow a desire to explore and discover more about the world and its people. Through memorable experiences, they form connections with the environment and become informed stewards for the natural world. We inspire our children to be fascinated about their world, respect the earth and all of her inhabitants, and to strive to protect a home for the future.

### Content – YR

The EYFS Educational Program for understanding the world states

'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'

At the end of EYFS, Children at the expected level of development will:

Describe their immediate environments using knowledge from observation, discussion, stories, non-fiction texts and maps.

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.

### Content – KS1 National Curriculum

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

#### **Location Knowledge**

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 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 and West) and locational and directional language 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 its grounds and the key human and physical features of its surrounding environment.

### **Content – School Curriculum**

Green Team Eco-Schools Committee

Longitudinal Tree Study

Gardening Club

Orienteering

Local visits

School Trips

Forest School

Outdoor Day

YG	Curriculum Content	Theme	Term Covered
Year R	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	All about me	Autumn 1
	Recognise some similarities and differences between life in this country and life in other countries	Transport	Autumn 2
	Understand the effect of the changing seasons on the natural world around them	Traditional tales	Spring 1 Spring 2
	Draw information from a simple map	Under the sea	Summer 1 Summer 2
Year 1	<p>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</p> <p>Use world maps and globes to identify the United Kingdom and its countries</p>	African Animals	Autumn 1
	<p>Identify key human features including: town, village</p> <p>Use simple compass directions and locational and directional language</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 in a key</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><u>Memorable experience - Great outdoors day in school grounds</u></p>	Great outdoors	Spring 2
	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, forest, hill, mountain Key human features, including: town, village, house</p> <p><u>Memorable experience - trip to Arundel castle</u></p>	Castles	Summer 1

	<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 and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied in this unit.</p> <p>Name and locate the world's seven continents and five oceans</p> <p>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.</p> <p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• key physical features, including: beach, cliff, coast, sea, ocean, weather</li> <li>• key human features, including: city, town, factory, port, harbour</li> </ul>	Titanic	Summer 2
Year 2	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries name and locate the world's 7 continents and 5 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 in a key</p> <p><u>Memorable experience - trip to the beach</u></p>	Dinosaurs	Autumn 1
	<p>name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p>	Great Fire of London	Spring 1
	<p>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</p> <p>Identify seasonal and daily weather patterns; know the 4 seasons and their months</p> <p>Locate hot and cold areas of the world in relation to the equator and N&amp;S poles</p> <p><u>Memorable experience - trip to The Living Rainforest/Marwell</u></p>	Habitats Around the World	Spring 2
	<p>Use an atlas to accurately locate the continents and oceans. Locate them on a world map</p> <p>Name the 7 continents and 5 oceans correctly</p>	Book worms	Summer 2