



Geography at Milford Infants' School

Intent

As Geographers, Milford children are motivated to understand the world we live in. We want our children to be **enthused** by Geography! We will provoke and provide answers to questions about the world. The children will discuss and find out about the **natural** and **human** aspects of the world. Our intent is to inspire in children, a fascination about the world and the people in it; to promote the children's interest and understanding of our **local community** and then more **diverse places, people** and **environments**. Children will study and compare contrasting areas. They will become confident to use maps, globes and online earth programmes. We will begin every unit by zooming in from the world to look closely at our focused area.

Pre-school and Reception	Year 1	Year 1	Year 1	Year 2	Year 2	Year 2
<p>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.</p>	<p><u>Geographical skills and fieldwork</u> *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>Place knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</p>	<p><u>Locational Knowledge</u> Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas. <u>Geographical skills and fieldwork</u> *Use world maps, atlases and globes to identify the United Kingdom and its countries.</p>	<p><u>Geographical skills and fieldwork</u> Use aerial photos 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 compass directions (North, South, East and West) and locational and directional language [for example, near, far; left, right], to describe the location of features and routes on a map.</p>	<p><u>Place knowledge</u> 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 concentrating on islands and sea-sides.</p>	<p><u>Locational Knowledge</u> Name and locate the world's seven continents and five oceans. Use compass directions (North, South, East and West) and locational and directional language [for example, near, far; left, right], to describe the location of features and routes on a map Human and physical geography *Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>
<p>Pre-school Begin to comment about aspects of their familiar world. Begin to talk about things they have observed in different places. Begin to use imagination in small world play to describe locations. Begin to observe features of the place they live. Begin to use simple maps in play. Begin to know signs of the different season/weathers. Begin to name the key features of their immediate area. Reception ELG: People, Culture and Communities Describe their immediate</p>	<p>Human and physical geography Year 1 Use basic geographical vocabulary to refer to: *<u>key physical features</u>, including: forest, hill, mountain, soil, valley, vegetation, *<u>key human features</u>, including: city, town, village, factory, farm, house, office *Class weather calendars to identify seasonal and daily weather patterns in the United Kingdom.</p>			<p>Human and physical geography Year 2 * <u>Use basic geographical vocabulary to refer to:</u> *<u>key physical features</u>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>		



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<p>environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences (cultural capital) and what has been read in class; - 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.</p>		<p>* <u>key human features</u>, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>
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Implementation

Teaching in the Early Years Foundation Stage follows the Educational Programme and ideas from Development Matters relevant to our children's needs. Teachers follow and plan for children's interests throughout the year ensuring high quality opportunities are provided so that children can demonstrate the skills of the ELG detailed below by the end of the year. It is the aim for all children in reception to have an 'Understanding of the World; people, cultures and communities, past and present' by the end of the academic year.

At Milford Infants' school Geography is taught in 3 blocks throughout the year, so that children can achieve depth in their learning. Geography is taught as part of a topic, focusing on the knowledge and skills stated in the National Curriculum. Where beneficial cross curricular links are made with Geography. Location knowledge and map work are woven throughout the Geography units of work.

We have developed a progression of skills for each year group, which allows children to build on and develop their knowledge and skills each year. In order to support children to know more and remember more there are opportunities to review their learning in previous units and in previous lessons. At the beginning of each topic, children are asked to share what they know already, as well as what they would like to find out. This allows teachers to assess children's prior knowledge and then plan progression to build upon this.

Seasonal and daily weather patterns are discussed and recorded daily, throughout the year. This progresses to looking at weather forecasts in Year 2.

Simple fieldwork is carried out in Year 1, plans and maps are used to explore the school and grounds. This progresses in Year 2 where children use atlases and aerial photographs to explore human and physical features. The Year 2 children then create their own simple maps. In Year 1, children use atlases and globes to explore the 4 countries within the UK and its surrounding seas. In Year 2 the children progress to use compasses directions and describe the location of features on a world map (naming and locating the world's seven continents and five oceans). Place knowledge is taught as part of our topic work. In Year 1 and Year 2 the children compare the UK and a contrasting non-European country.

When adapting this curriculum to meet the needs of all children especially those with SEND we make reasonable adjustments, using practical, concrete, realistic and stimulating resources to simplify the concepts that are being taught. With support the pupils will overlearn and recap the 'sticky knowledge' and key vocabulary.

Impact

At Milford Infant school our children will develop their Geographical skills to help them explore, navigate and understand the world around them and their place in it.

The children will have explored how places and communities are similar or different to their own, using and understanding the vocabulary linked to human and physical features.



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Milford children will be able to use a map with a key, locating and discussing features of that area.

Children will be able to notice and predict weather patterns and seasonal changes.

Evidence of children's core knowledge (sticky knowledge) and vocabulary will be seen in Topic folders and/or witnessed from the child's voice at the end of/throughout a topic.

Final topic lesson will assess the knowledge that has been moved into their long-term memory (sticky knowledge). This may take the form of conversations or role play, whole class questions or quizzes.

These assessments provide a starting point for future Geography lessons.