

# Geography

Foundation Subject



LO – To have an understanding of Geography at Butlershill Infant and Nursery School

# We believe that all children are Geographers

What is a Geographer ?

Geographers are types of scientists who study the earth, land and people.



# Our Aims

## End Goals Geography

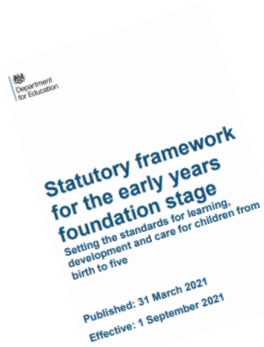
### EYFS

Our aim in teaching geography in EYFS is to tap into pupils' natural curiosity and develop in them a fascination with the world, its places and people. By the end of this phase, pupils should be able to make sense of their physical world and environment. They should be familiar with their immediate locality through exploring and observing, and be able to name some key features e.g. houses, trees. They should begin to understand that some are man-made (human geography) and some are natural (physical geography). Pupils should also be able to use simple directional language accurately. Pupils should also know that the world is made up of different countries and that there are similarities and differences between them e.g. climate, buildings. They should know what a map is and that we use them to gain information about a place.

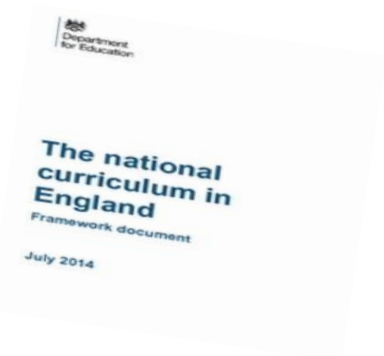
### KS1

Our aim in teaching geography in KS1 is to expand pupils' horizons by learning more about their own locality and country, as well as investigating interesting locations in the wider world. The geography that children learn is brought alive' for them through investigating and asking questions about the world. By the end of this phase, they should have a clear understanding of the differences between human and physical geography, including weather and climate. They should be able to name the continents and oceans and know which continent their home country belongs to. Basic geographical vocabulary should be embedded so that pupils are able to ask and answer simple geographical questions and explain their thinking. They should be familiar with compass directions and be able to use those in context e.g. North Pole, South America. They should also begin to understand how and why changes to places and the environment happen, both as a result of natural processes and through human activity.





What do we have to study?



As we are an infant school, we have to follow the 'Statutory Framework for the Early Years' (2020) in Nursery and F2, and the National Curriculum in Key Stage One Programme of study (2013). In the Statutory Framework, under the umbrella of 'Understanding the World', we can find statements of intent linked to Geography teaching in the EYFS, although it is not a discrete subject taught.

# Statutory Framework for Early Years Foundation Stage 2020

## Understanding the World

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.

- ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate 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 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.



Butler's Hill Infant & Nursery School  
Early Years Foundation Stage Benchmarking

**Understanding the World – Past & Present/ Peoples, Culture and Communities/The Natural World**

Nursery Baseline By 3		<ul style="list-style-type: none"><li>* Notice differences between people (positive and acceptance of others i.e. race, religion, disability, gender)</li><li>* Make connections between the features of their family and other families (similarities and differences)</li><li>* explore and respond to different natural phenomena in their setting and in their environments</li></ul>
Nursery	December	
	March	<ul style="list-style-type: none"><li>* Beginning to develop positive attitudes about differences between people (linked to jigsaw)</li><li>* Show an interest in different occupations (linked to jigsaw)</li></ul>
	By the end of Nursery	<ul style="list-style-type: none"><li>* Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li><li>* Continue developing positive attitudes about differences between people</li><li>* Begin to understand the need to respect and care for the natural environment and all living things</li></ul>

December	<p><b>Respect:</b></p> <ul style="list-style-type: none"> <li>*Themselves, special things in their own lives.</li> <li>*Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul> <p><b>Lyfta:</b></p> <ul style="list-style-type: none"> <li>*Talk about and describe features of their own family and about families in other countries across the world.</li> <li>*Look closely at and make comparisons between this country and the lives of people in other countries within the world (homes around the world)</li> </ul> <p><b>Mapping:</b></p> <ul style="list-style-type: none"> <li>*Talk about the features of their immediate environment with visual representations e.g. classroom maps, seating maps, nature area map and read commons signs and logos.</li> <li>*Use technology e.g., a <u>BeeBot</u> and begin to show spatial awareness.</li> <li>*Use positional language i.e., under, beside, on top of etc.</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>*Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them.</li> <li>*Describe what they see, hear, and feel outside.</li> </ul> <p><b>Observation:</b></p> <ul style="list-style-type: none"> <li>*Understand the need to respect and care for the natural environment and all living things.</li> </ul>
March	<p><b>Chronology:</b></p> <p>Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences. comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre</p> <p><b>Respect:</b></p> <ul style="list-style-type: none"> <li>*Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</li> </ul> <p><b>Mapping:</b></p> <ul style="list-style-type: none"> <li>*Program a <u>BeeBot</u> or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side.</li> <li>*Identify on a map • Recognise some environments that are different to the one in which they live</li> <li>*Complete a simple <u>BeeBot</u> program using a grid map or carpet squares.</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>*Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them.</li> <li>*Describe what they see, hear, and feel outside.</li> </ul> <p><b>Observation:</b></p> <ul style="list-style-type: none"> <li>*Understand the need to respect and care for the natural environment and all living things.</li> </ul>
By the end of Reception	<p>:</p> <p><b>Respect:</b></p> <ul style="list-style-type: none"> <li>*Understand that some places are special to members of their community.</li> <li>*Respect animals and now how to care for an animal/pets</li> <li>*Understand the need to respect and care for the natural environment and all living things.</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>*Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them.</li> <li>*Describe what they see, hear, and feel outside.</li> </ul>

**Observation:**

\*Understand the need to respect and care for the natural environment and all living things.

**People, Culture and Communities**

- Describe their immediate 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 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.

**The Natural World**

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## Year 1 Expectations

**Place Knowledge** · Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.

**Human and Physical Knowledge** · 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 its grounds and the key human and physical features of its surrounding environment.

**Seasonal Change** · Observe changes across the four seasons; · Observe and describe weather associated with the seasons and how day length varies.

# Aims National Curriculum 2013

To ensure all pupil;

- 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 and processes.

Are competent in geographical skills needed to ...

- 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.
- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of the geographical processes.
- Interpret a range of sources of geographical information, including through experiences, that deepen their understanding of geographical processes. 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 length

## Subject content 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 sea

## 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 [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 its grounds and the key human and physical features of its surrounding environment.

# Curriculum in Action

# Building on Knowledge

## Foundation Stage 1

Lets talk! (inc BSL & Makaton) Confident	Me and my world (inc celebrations) Caring, confident, creative	Busy hands, busy bodies Creative	Story tellers chair (inc rhymes) (inc squiggle wiggle) creative, confident	be had! Caring
	* Exploring lives of themselves and others, inc what they see (cultural)	* Exploring lives of themselves and others - occupations		* Exploring Countries

## Foundation Stage 2

Can you tell me all about you?	What has happened in the home corner? The Gingerbread Man The Runaway Chapatti	Why do people celebrate Chinese New Year?	Who will save the day?	Where are they hiding?	Where will the map lead us?
Mapping: Talk about the features of their immediate environment with visual representations e.g., classroom nature area map and read commons signs and logos.	Mapping: Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.	Mapping: Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Identify on a map - Recognise some environments that are different to the one in which they live e.g., Antarctica.  Enquiry: Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look dosely at similarities and differences.	Mapping: Complete a simple BeeBot program using a grid map or carpet squares.  Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre	Mapping: Draw information from a simple map and identify landmarks of our local area walk.  Enquiry: Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map. Find out about their local area by talking to people, examining photographs, and visiting local places.  Understand the key features of the life cycle of a plant or animal.	Mapping: Create own maps using grid paper and symbols (x marks the spot treasure maps)  Enquiry: Recognise, know, and describe features of different places. Look dosely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.

# Key Stage 1

Year 1

Oceans of the world	Cold Places: Arctic and Antarctic. Who are the Inuit people? Global Warming	Hot place: Africa / The Gambia Compare and Contrast to Hucknall Human and Physical Features / Landmarks	
---------------------	---	---	--

Year 2

Where in the world am I? ATI

We are going all around the world for this topic! We will look at continents and oceans, the UK and our surrounding seas, features of different continents and climates, looking at food around the world, plotting a journey for how food gets to us and even studying fair trade links.

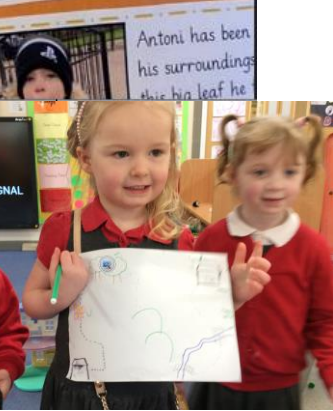
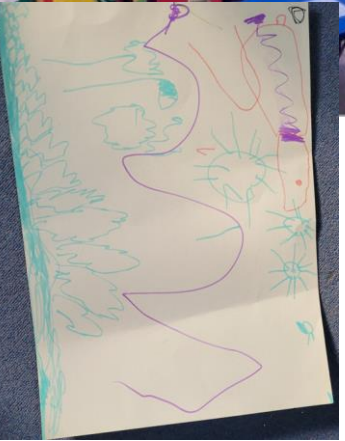
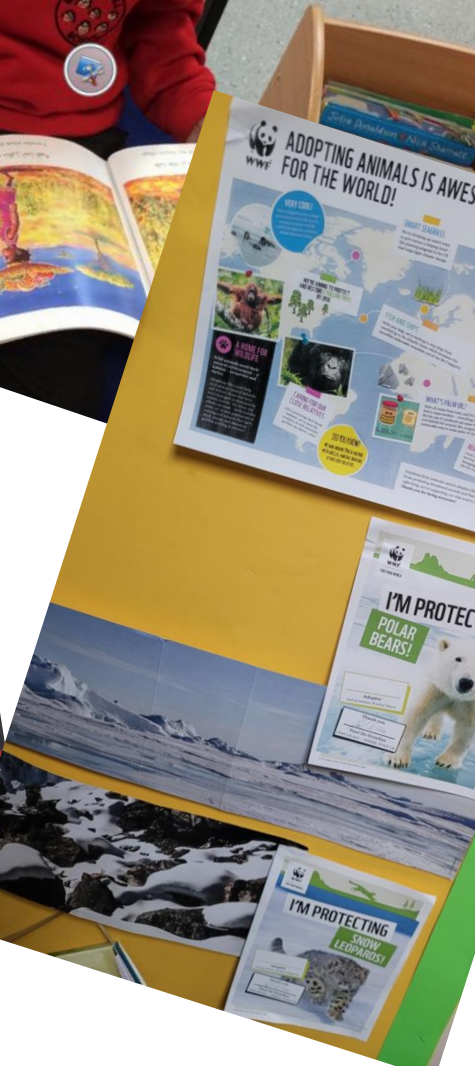
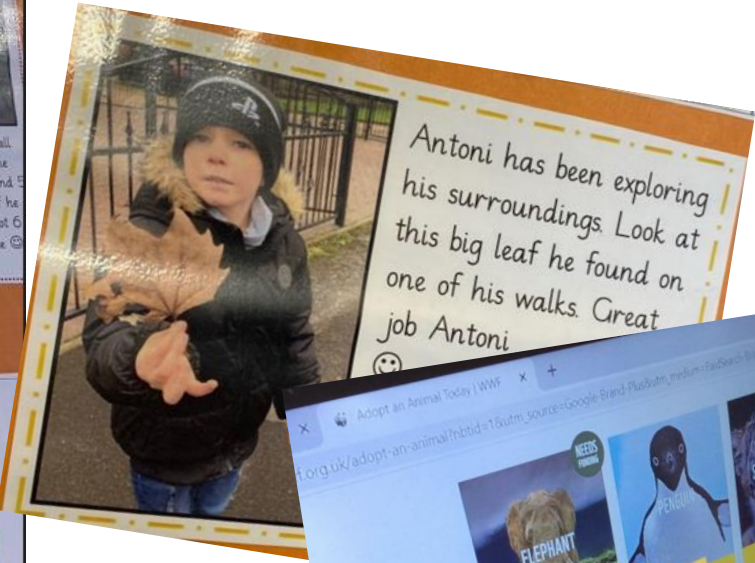
The Rainforest and the UK SI

Our geography topic will take us all the way to the Amazon. We will study the locations and climates of a rainforest as well as the human and physical features in a rainforest. We will look at deforestation and ways we can stop this. The children will also compare life in the rainforest to life here.

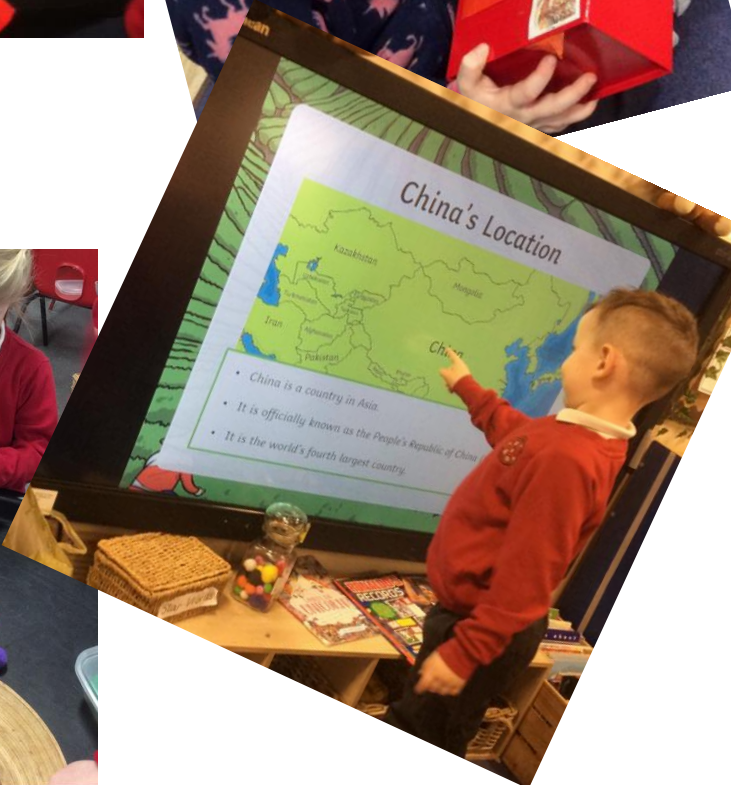
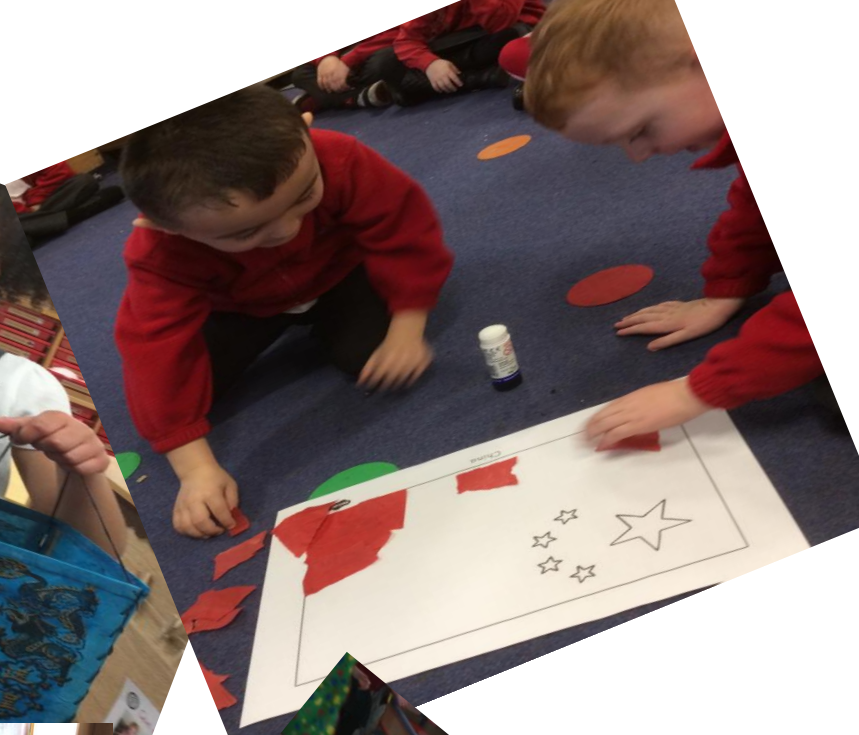
# How we support SEND at Butlershill

- Planning/work scrutiny showed that sometimes, these pupils had been given several 'cut and stick' type of activities during a topic/sequence of work.
- We have had a whole school focus on 'teaching from the floor' to ensure that every child has equal opportunity to access the content taught, and also to retain 'sticky knowledge'.
- We have tried to think creatively and find other ways children can 'show what they know', such as role play activities, guided group sorting activities, working in mixed ability groups to complete a poster (for example).

# Geographers in action in Nursery



Geographers in action in F2



Geographers in action in Year 1



# Geographers in action in Year 2

**Spot it: Aerial Photographs**

30.11.2021

What can you see? Can you label this aerial photograph of Hove (Japan)?

What can you see? Can you label this aerial photograph of Hove (Hove)?

What can you see? Can you label this aerial photograph of Hove (Hove)?

Lesson 5 4/5/22

LO: To 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. (Cyr 1)

LO: To learn how to devise a simple map; and use and construct basic symbols in a key

Super Key e symbols Kayle

3.2.2022

Comparing forests "not as many trees in Sherwood." "different birds"

LO: I can compare two forests in the world.

	Sherwood Forest	Amazon Rainforest
Location	near Nottingham in UK	South America
Plants found there	oak	Vines and many layers
Animals found there	moles, magpies, snails	

**The Seven Continents of the World**

Word Bank: North America, South America, Africa, Europe, Asia, Australia, Antarctica

**MAKING My Own Journey**

I can understand how a journey can be made around the world.

Create your own journey line by using a globe and describing continents and oceans passed. Record your journey by writing the information in the boxes below.

START

Go east to the west

Go East to the South

FINISH

North America

Latin America Europe

Finland Australia

Kayle

**Kayle Map of the UK**

**Spot it: Aerial Photographs**

30.11.2021

What can you see? Can you label this aerial photograph of London (England)?

Super

**Tropical Rainforests of the World**

Arctic Ocean, Atlantic Ocean, Pacific Ocean, North America, Europe, Asia, Africa, South America, Amazon Rainforest





Pupil Voice at Butlershill – Our children have learnt and remembered lots !



"Scott went to the South Pole but was not the first to get there!"

Year 1 child when asked -What do you remember about Scott of the Antarctic?



"He took things he did not need to a paino"

"He didn't try out the scooters"

"He kept a dairy and took looks of photographs"

Year 1 and 2 children when asked  
What do you remember about Scott of the Antarctic



"I enjoyed making a map of my school."

Year 1 child when asked What do you enjoy in Geography?



Atlantic, Indian, Arctic, Pacific and Southern.

Year 2 child when recapping previous knowledge frm Year 1



"emergent, canopy, understory and forest floor"

Year 2 when asked What are the different Rainforest Layers?



Reduce, recycle, reuse

Year 1 child when asked How can we look after our planet?



"England, Scotland, Wales and Ireland"

Year 1 a group of children when asked What 4 countries made up the UK?  
When asked is it all of Ireland they said "No"



"Isatou lives in The Gambia"

"She got plastic bags and made purses"

"It is very hot in Africa it is different from England."

"Africa is a continent"

"They fish to make money and for food"

Year 1 and 2 children when asked What can you tell me about Africa?

# Curriculum Links

Geography links into all other curriculum subjects

English – used as a focus for writing i.e. using The Rainforests to write reports. One Plastic bag to write stories.

Maths – Positional language, using graphs, drawing simple maps

PE – Directions, movement and space

RE – Understanding of other cultures

PSHE – Understanding of other cultures

History – Significant Geographers and Explorers in the Past – Year 1 Scott

Science – Learning about the world around them

Music – Listening to different styles of music from different countries

Art – Looking and producing art from different countries – African Art  
Year 1

Attainment data: what does it show?

This is last year's data from Insight.

Y2 in particular had a low cohort, with a high proportion of SEND

Attainment Overview for Pupils (from 2021-2022) in Year 1 - 2021-2022 Summer - Main Assessment



Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



Attainment Overview for Pupils (from 2021-2022) in Year 2 - 2021-2022 Summer - Main Assessment



Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



Attainment Overview for Pupils (from 2021-2022) in Years 1-2 - 2021-2022 Summer - Main Assessment



Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



# SEF on a page



Strengths	Area of Development
<ul style="list-style-type: none"><li>• Enrichment opportunities such as Zoo Lab linked to rainforests</li><li>• Titchfield park map work</li><li>• Curriculum intent is good. All NC objectives are covered.</li><li>• Various opportunities for different genres of writing e.g. postcards, letter writing, map work, illustrations and labelling</li><li>• Progressive learning taking place in key Stage One</li><li>• Knowledge ladders, matches planning and matches lesson activities and learning</li><li>• Lessons are logically sequenced so that it builds on prior learning e.g. lesson 1 recap of oceans from year 1</li><li>• Sticky knowledge opportunities are available on each unit of learning, looking at previous years learning (YEAR 2)</li><li>• Ksl sticky knowledge mats for parents and children</li><li>• Year 2 quizzes (ARE children them, SEN are allowed to orally answer and it is written for them )</li><li>• MTP is detailed, matches NC and progressive.</li><li>• Pupil Voice – the children could recall facts from their previous learning including Year 2 remembering facts about Scott of the Antarctic</li></ul>	<ul style="list-style-type: none"><li>• A few tweaks need making in Year 1 to change the odd lesson to ensure that map work is progressive into year 2. Year 2 put N S E W on their mapping.</li><li>• Inconsistent marking between classes, need to develop a whole school policy for marking foundation subjects.</li><li>• LO needs to be visible on all pieces of work.</li><li>• Presentation is inconsistent in different year groups/different classes, needs to be a priority for subject lead and SLT</li><li>• Assessment – identifying who is Below ARE, ARE, ARE+ - identifying any gaps to help them reach ARE.</li></ul>
CPD	Monitoring
<ul style="list-style-type: none"><li>• Family of school network</li><li>• Reading around Geography</li></ul>	<ul style="list-style-type: none"><li>• To monitor the points above to see if they have been addressed through<ul style="list-style-type: none"><li>- Book scrutiny</li></ul></li></ul>

Link Governor:|

Thank You for looking at Geography in our school.  
J Radford 😊



The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.

— Barack Obama —

AZ QUOTES