

Geography



Intent

At Butler's Hill we aim to make our children aware of our planet and what and how they can do things to protect it. Geography is taught through a topic based approach. We offer structured and sequenced lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. It will develop knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world. We intend to develop children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. The topics offer a range of opportunities for investigating places around the world as well as physical and human processes. We use visits to offer opportunities to use map reading skills, orienteering and to see Human and Physical features in real life situations. The lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.

Implementation

In KSI, children begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world in year 2. Further, in year 2, children will begin to compare where they live to places outside of Europe and ask and answer geographical questions. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. The children have a range of opportunities to experience geography through practical engaging tasks beyond the classroom. Our lessons come with end of unit assessments to give the teacher and adults leading geography confidence in the progression of skills and knowledge and that outcomes have been met. Specific words are taught and used by children to deepen their geographical knowledge.



<p>Aims</p> <p>Caring, creative & Confident</p> <p>Values</p> <ul style="list-style-type: none"> • Respectful • Responsible • Resilient 	<p>Enrichment opportunities</p> <p>Year 1</p> <p>Visit to Hucknall market looking for physical features on the journey.</p> <p>Visit to Sherwood Pines</p> <p>Year 2</p> <p>Visit to Sherwood forest map skills</p> <p>Visit to Titchfield park</p>	<p>Assessment/sticky knowledge</p> <ul style="list-style-type: none"> • Year 1 and Year 2 – Big 5 questions at the end of each Geography unit. • Assessment grid to know % of children that are meeting ARE – subject leader to identify any areas where a large % of children have gaps.
<p>Concepts</p> <p>Place</p> <p>Space</p> <p>Sustainability</p>	<p>Local community links</p> <p>Zachariah Green monument in Titchfield park</p>	<p>Cross Curricular Links</p> <p>Deforestation</p> <p>Local amenities</p>

Key Knowledge

Key Content and Sequencing

Locational Knowledge UK

N/R – Know the key places in the local environment.

YR 1 – Know how to locate 4 UK countries, surrounding seas and each UK flower.

YR 2 – Know how to locate food, flag, flower of 4 UK countries and locate each UK country and capital city on a map.

Locational Knowledge – Other Places on Maps

N/R – Know how to sequence photos of journeys, create & read story maps & treasure maps.

YR 1 – Know the surrounding UK seas, 5 oceans of the world, 2 poles, the equator, Africa.

YR 2 – know the 4 UK countries and YR 1 Knowledge, know how to locate 4 UK capital cities, 7 continents, Rainforests, Amazon Rainforest and India (Food topic).

Place Knowledge

N/R – Know about key local places in our town and city. Know how different places celebrate Christmas.

YR 1 – Know the Comparison between Hucknall and Gambia, Compare Sherwood Forest and Hucknall Town. Know about the Arctic.

YR 2 – Know the comparison between the Amazon rainforest to Nottingham City.

Physical Features

N/R – know how to observe natural world and weather.

YR 1 – know the seasonal changes and the weather all year round.

YR 2 – know how to compare climate of South America (rainforest) with UK. Compare Climate and farming in India with UK farming. (Local farm trip)

Map Skills

N/R – know how to observe, discuss and take photos. Observe and draw places. Make maps.

YR 1 – know how to use surveys, draw maps, add labels, Use simple symbols.

YR 2 – know how to read and create maps will labels and symbols and a key.

Outdoor Mapping Skills

Yr 1 – know to use a compass to follow a simple route.

YR 2 – know how to use a compass, geographical clues and directions to orienteer.

Key Connections

YR1 – know the Features of Hucknall Town and YR2 learn about Nottingham City.

YR1 – know the Features of Sherwood Forest and YR2 Learn about the rainforest.

YR1 – know the African Climate and YR 2 Develop climate with rainforests.

Big Ideas

- We apply and use our map skills outdoors, learning practically.
- We learn through visits (farms, woodlands, forest, towns)
- We recap on locating places on maps to secure knowledge.



	Autumn	Spring	Summer
EYFS	<p>Can you tell me all about you? What has happened in the home corner?</p> <p>Talk about the features of their immediate environment with visual representations e.g., classroom maps, Pete's story map around school, seating maps, 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.</p>	<p>Why do people celebrate Chinese New Year? Who will save the day</p> <p>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.</p> <p>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 closely 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</p>	<p>Where are they hiding? Where will the map lead us?</p> <p>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. 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 closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.</p>
Year 1	<p>Who will save our planet?</p> <p>Seasons-Autumn/Winter</p>	<p>This is me! GEOG FOCUS</p> <p>Oceans, cold places in the world, Comparing Gambia to the UK Looking at hot place and weather Gambia Seasons winter/Spring</p>	<p>Escape to the country</p> <p>Field work and observational skills- map work of school Drawing of school on a map Human and physical features- Urban, coastal, country Map of Rufford park after visit Seasons-Summer</p>
Year 2	<p>Where in the World am I? GEOG FOCUS</p> <p>Continents & Oceans UK, capitals and surrounding seas Compass directions</p>	<p>Why save the rainforests? GEOG FOCUS</p> <p>Human and physical features Compare Brazil/Amazon to Nottingham and Sherwood Forest Compare weather with hot and cold in relation to the equator.</p>	<p>Who was Zachariah Green?</p> <p>Titchfield Park Field work and observational skills Map skills Drawing features of the park Compass directions</p>

EYFS Curriculum

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

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; reading comprehension

- 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.

ELG: The Natural World

Children at the expected level of development will:

- 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.

Key Stage One National Curriculum

Locational Knowledge

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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.

	Knowledge Progression-Place A particular position, point, or area in space: a location
Nursery	<p>Place and Locational Knowledge</p> <ul style="list-style-type: none"> Know that I attend school and part of nursery. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos <p>Geographical and Fieldwork Knowledge</p> <ul style="list-style-type: none"> Locate different areas in the Nursery environment Recognise some environments that are different to the one in which they live
Reception	<p>Place and Locational Knowledge</p> <ul style="list-style-type: none"> Know that we live in town called Hucknall. Recognise some similarities and differences between life in this country and other countries Know that there are different countries and we live in England Ask questions about aspects of my familiar world such as the place where I live. Know that a map represents different places <p>Geographical and Fieldwork Knowledge</p> <p>Describe what they see hear and feel whilst outside</p> <ul style="list-style-type: none"> Know that information can be drawn from a simple map. Know that features of environment vary or change in different locations.
Year 1	<p>Place and Locational Knowledge</p> <ul style="list-style-type: none"> Know that the UK has four countries and that each country has a flower, flag and saint. Know that the world had five oceans Know that there are similarities and differences between the UK and Gambia. <p>Geographical and Fieldwork Knowledge</p> <ul style="list-style-type: none"> Know that the UK and its countries can be identified on a map, atlas, globe, or aerial photograph. Know that symbols represent features on a map of their school environment (buildings and grounds) Know that positional language can be used to follow.
Year 2	<p>and Locational</p> <ul style="list-style-type: none"> Know that the UK has surrounding seas and their names Know that the UK has four countries and that each country has a capital city, flower, flags and food. Know that the world has seven continents and five oceans. Know that there are geographic similarities and differences between the UK and Brazil <p>Geographical and Fieldwork Knowledge</p> <ul style="list-style-type: none"> Know that a compass can be used for directions. Know that there are four main compass directions (N, E, S, W). (plot a world journey of food across a world map)
	<ul style="list-style-type: none"> Know that a map can show locations of features and routes. (world map) Know that there are human and physical landmarks. (UK and Brazil) Know that a map has a key with basic symbols. (Titchfield Park) Know that the world has continents and oceans. (World Map)
Year 3	<ul style="list-style-type: none"> Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc) e.g Eiffel tower in Paris generates a lot of revenue through tourism. Relate to UK landmarks. Identify main trade and economy in Sicily and compare to region of the UK. Use the compasses points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass.

- Use locational language to describe the location of points on a map of the school/local area. e.g. Tell the children some visitors are coming to visit the area in which you live, which includes a tour around the school building and grounds.
- Plan a tour of the school, which includes a map/ plan of the school and the main geographical features you would see identified, with a key.
- Take digital photographs of the main features of the school and plot them on to a map to show the route round the school, using coordinates to show where these key features are.
- Undertake environmental surveys of the school grounds – litter, noise, likes/ dislikes, areas for improvement
- Use the school grounds to undertake weather surveys, including wind direction, where the sun shines (north, south, west), recording a changes and observations using a method of choice e.g. rainfall – is it the same on all sides of the school.
- Make an aerial plan/map of the school, drawing round different sized blocks (moved on from year 1 collective aerial planning using blocks).
- Design questions and studies to conduct in the local area.
- Identify local features on a map and begin to experiment with four figure grid references, using them to locate and describe local features.
- Undertake surveys.
- Conduct investigations.
- Classify buildings.
- Use recognised symbols to mark out local areas of interest on own maps.
- Choose effective recording and presentation methods e.g. tables to collect data.
- Present data in an appropriate way using keys to make data clear.
- Draw conclusions from the data. Build on prior knowledge of UK regions by using maps to locate counties.
- Use maps to locate countries of Europe and identify capital cities. Use the language of 'north', 'south', 'east', 'west' to relate countries to each other.
- Study maps to make assumptions about the different areas of Europe e.g using maps keys to identify mountainous areas, urban areas. Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest.
- Identify the different hemispheres on a map. Locate and label different countries/ continents in the Northern and Southern hemisphere. Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres.
- Study some pictures of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm. Make reasoned judgements about where the pictures are taken and defend e.g. a mountain top may be in France because there is a large mountain range there.
- Using maps, locate the Equator, the Tropics of Cancer and Capricorn.
- Consider the countries and climates that surround these lines and discuss the relationships between these and the countries.
- Critically study photographs – do they think these were taken close to the Equator or further away.
- Look at settlements, particularly in relation to the volcanoes – what conclusions can be drawn? Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers.
- Use and explain the term 'climate zone'.
- Identify the different climate zones.
- Ask questions and find out what affects the climate.
- Use maps to identify different climate zones. Discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area.
- Children to ask questions about global warming.
- Discover the cause of global warming and research the implications.

- Reach reasoned and informed solutions and discuss the consequences for the future. Identify changes to be made in own lives in response to this.
- Understand the term 'biome'.
- Use knowledge of this term to make suggestions for places in the world which may be biomes. Once the children are aware that the main types are tundra, desert, grassland and rain forest, children to use maps to locate areas they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be deserts etc. Defend reasoning using knowledge of maps.
- Focus on Amazon rainforest – identify the climate, the habitats, the plant and animal types and how people live in the rainforest. Study life in the Amazon rainforest through primary sources – recounts/photographs, and ask questions, make comparisons to life in the UK and consider how life in the UK may be similar.
- Discuss how the rainforest may be linked to us e.g. trade.
- Locate other rainforests using Google earth and maps, identifying patterns in their location.
- Whilst studying Antarctica, use photographic evidence to raise questions about the climate and living conditions there. Make assumptions based on images/videos/Google Earth searches about life there and the animals which may survive in those conditions.
- Make comparisons between this biome and others, discussing with classmates the similarities as well as the differences. Select items required to survive in Antarctic conditions.
- Develop informed opinions about global warming in relation to the Antarctic and develop reasoned arguments about our role on the planet.

	Knowledge progression-Space
Nursery	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> ▪ Know that each day has different weather, e.g. rain. ▪ Know that there are human and physical features in our environment.
Reception	<p>Human and Physical Geography</p> <p>Know that there are different types of weather, and it is linked to the seasons.</p> <p>Know that there are human and physical features in our local environment</p>
Year 1	<p>Human and Physical Geography</p> <p>Know that there are seasonal and weather patterns in the world including the UK.</p> <p>Know that there are key human and physical features of parts of the UK, Gambia and the Polar Regions</p>
Year 2	<p>Human and Physical Geography</p> <p>Know that the equator, North and South pole exists and their locations.</p> <p>Know that there are different types of settlements (Brazil and the Amazon Rainforest)</p>
Year 3	<ul style="list-style-type: none"> • Locate places in the world where volcanoes occur. • Look at pictures and labelled diagrams of different historical settlements over time. Produce own pictures and labelled diagrams. • Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts. • Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption. • Ask and answer questions about the effects of volcanoes. Discuss how volcanoes affect human life e.g. settlements and spatial variation. • Ask, research and explain the following questions: Why did the stone age civilization, the iron age settlers and the Romans choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? What was Celtic and Roman Merton like? How did they trade? How is that different today? Relate land use and trade to settlements. • Ask and answer questions through own knowledge and self conducted research: What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements? • Study maps of Anglo Saxon and Roman settlements. Draw conclusions about the location of the settlements based on prior knowledge. Compare with current maps and make suggestions about change. <p>Look at maps, pictures and other sources to identify similarities and differences between a UK region and Sicily. Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading.</p> <ul style="list-style-type: none"> • Study how land in the local area was used during the historical periods studied. Look at land use in the same area today and consider how and why this has changed. Identify main economies in the immediate area. Compare with trade in the past. Why has this changed.

	Knowledge progression -Sustainability (not linked to NC, but an important learning opportunity for the children)
Nursery	<ul style="list-style-type: none"> Know that that classroom/home resources must be taken care of in order for us to use them in the future.
Reception	<ul style="list-style-type: none"> Recognise that classroom/home resources must be taken care of in order for us to use them in the future. Know that our classroom and school environment must be taken care of and it is our job to help the adults do this for our plants future.
Year 1	<ul style="list-style-type: none"> Know that people take care of resources/spaces locally, i.e. building plastic bottle greenhouses, using water butts in the garden. Know the impact of what plastics have on the planet Know how to help the planet in regards to plastic use
Year 2	<ul style="list-style-type: none"> Know that countries in the world make products/food for wealthy countries and how this is sometimes not fair on them Know that some countries are helping this with 'fair trade.' Know about the term 'deforestation' and how important the trees are to the future of the



Subject Specific Vocabulary

	Subject specific vocabulary
EYFS	Live, hot, cold, England, map, wet, dry, shelter, environment, farm, weather words, seasons,
Year 1	Pacific Ocean Indian Ocean Arctic Ocean Southern Ocean ,Atlantic Ocean, seas, continents, planet earth, rivers, Thames, Nile, Trent, Artic, Antarctic, London, Scotland, Wales, Northern Ireland, habitat, home, pollution, reduce, reuse, recycle, energy, waste, ice cap, glacier, intuits, melting, soil, differences, similarities

Year 2

Locate Human Physical Crust Parliament National Anthem
Landmarks National flower Compass directions Climates Aerial
Fair trade, population, journey, North, East, South, West
Earth Magma Country County Village valley, harbour, port,
Globe Equator Pacific Ocean Indian Ocean Arctic Ocean
Southern Ocean Atlantic Ocean Tropic of Capricorn Tropic of
Cancer Hemisphere, North, East South West, tropical,
rainforests, disappearing, compare, contrast

Impact

Through high standards of teaching at Butler's Hill Infants, we will implement a curriculum that is progressive throughout the whole school. In Key Stage One, a unit of Geography or History will be taught alternately each half term, focusing on the knowledge and skills set out in the National Curriculum. We believe that the impact of Geography lessons will be that that all children will use geographical vocabulary accurately and understand the different strands of geography, with a deep understanding of the Earth's key physical and human processes. Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet. They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways. All children in the school will be able to speak confidently about their geography learning, skills and knowledge.

