



## **GEOGRAPHY**

### **OUR VISION**

### **Nurturing and Inspiring success in every child**

### **INTENT**

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. High quality geography teaching at Fulmer Infant School will inspire children to be curious about the world and the people in it. Children will learn how their environment impacts their lives and their impact on it. The children's curriculum is enhanced with trips and the children are challenged with enquiring questions making them curious to learn more about our world.

### **IMPLEMENTATION**

All our curriculum is shaped by our school vision which aims to enable all children, regardless of their gender, sexual orientation, religion, disability, ethnicity, special needs, or background to achieve their potential. Each learner is unique and has a preferred learning style which teachers understand. Above all our philosophy is make learning fun.

The following subject knowledge and skills are delivered through our topic based, cross curricular curriculum and discrete teaching sessions. We are an accredited Story Telling school and, as such, the children's learning is enhanced with stories, we are also a School of character and, as such, children debate moral dilemmas such as felling trees in the Rainforest. Extra support is given to children, if required, to ensure that all children access this curriculum.

### **LOCATIONAL KNOWLEDGE**

<p>Name and locate the world's seven continents and five oceans</p>	<p>EYFS learn about some foreign countries relating to their individual experiences when learning about their topic 'The World Around Me' as they discuss their holidays and relations who live abroad, for example India and Pakistan. They also learn about how many continents there are, different cultures and different languages spoken for example Urdu and Punjabi. These experiences are first hand experiences which are more accessible for Early Years children.</p> <p>Year 1 revisit learning about continents when they learn their topic Oceans and</p>
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	<p>Islands. They make links with the learning in Early Years as they label the oceans on a world map. They begin an exploration of the Antarctic global warming –melting of the icebergs, how the environment is changing and how we can help sustain it. This links into our ECO assemblies led by our ECO team in Year 2 as we are an ECO school.</p> <p>Year 2 revisit the world’s seven continents and five oceans as a discrete subject in the Autumn term and embed in the Spring term when they study Australia.</p>
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Year 2 are taught this discretely developing their skills using globes and atlases

## PLACE KNOWLEDGE

<p>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.</p>	<p>EYFS learn this when learning about different habitats in their topic ‘Animals and Habitats’.</p> <p>Year 1 learn this when comparing the Antarctica to the UK in their topic ‘Oceans and Islands’ and build on their knowledge of habitats when they have their trip to Iver Environmental centre where they do a mini beast hunt</p> <p>Year 2 are taught this whilst learning about the Isle of Wight and the two topics ‘Rainforest’ and ‘Australia’. They develop their questioning skills during debate, for example why do people live near a coast, why should trees be felled or not be felled in the rainforest?</p>
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## HUMAN AND PHYSICAL GEOGRAPHY

<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>EYFS learn about different weather and seasons looking for signs of the seasons throughout the year for example leaves falling from trees, going on holiday to the coast when it is warm in the summer. This is reinforced in their topic ‘The World Around Me’.</p> <p>Year 1 children identify daily weather patterns using a weather chart building on</p>
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	<p>Early years' understanding of weather by investigating cloud formations.</p> <p>Year 2 children make links with earlier learning when they investigate climate and its impact when learning about the topic 'Rainforest'.</p> <p>Year 2 children then build on prior learning when they learn about the Poles and Equator through the two topics 'Rainforest' and 'Australia'</p>
<p>Use basic geographical vocabulary to refer to: key features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>EYFS cover some of this vocabulary at a basic level in their topic 'The World' when talking about holidays for example beach, sea, hill, weather, soil learning for personal experiences of holidays and the mud hut (soil)</p> <p>Year 1 children revisit the vocabulary covered in EYFS and develop a wider vocabulary to include cliff, coast forest, mountain, ocean, river, valley, vegetation and season.</p> <p>Year 2 revise all this vocabulary and more when learning about the topics 'Rainforest' and 'Australia'.</p> <p>EYFS cover most of this vocabulary in their topics 'All about Me' and 'Animals and their Homes'. This learning takes into account personal experiences which is easy for this age group to access</p> <p>Year 1 children revise this learning when learning about 'Oceans and Islands' and their 'Houses and Homes' topic. This learning extends their world and is enhanced by a trip to Windsor Castle.</p> <p>Year 2 revisit these key features when learning about the topics 'Rainforest' and 'Australia'.</p>

### **GEOGRAPHICAL SKILLS AND FIELDWORK**

<p>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</p>	<p>EYFS use an atlas/Google Earth to show where different countries and continents are while learning their topic 'The World'. They learn about where jungles and rainforests are in relation to their topic 'Animals and their Homes'.</p>
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	<p>Year 1 children revisit this learning when they learn about continents and oceans when they are taught their topic 'Oceans and Islands'. They also map out the school and the playground using a key.</p> <p>Year 2 children develop their mapping skills when they use world maps, atlases and globes as they identify the UK, the Rainforest, Continents and Australia during their topic learning</p>
Use simple compass direction (North, South, East and West) and locational and directional language (for example, near, far, left and right), to describe the location of features and routes on a map.	<p>EYFS start to learn near, far, left and right.</p> <p>Year 2 revisit this learning when they use Bee Bots and coding</p> <p>Year 2 build on this learning when they learn about compass direction during their topic 'Australia'.</p>
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and to use and construct symbols in a key	<p>Year 1 google aerial images to identify the school during their 'Houses and Homes' topic and to use a key.</p> <p>This is revisited in Year 2 during the 'Rainforest' topic.</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>EYFS draw a simple map of the playground without a key</p> <p>Year 1 devise a simple map of our playground using a key during their Houses and Homes topic</p>

### **IMPACT**

Our geography curriculum ensures that all pupils have an awareness of both the immediate environment around them and of the many countries and oceans in the world. They begin to understand how their environment impacts their lives and the impact their lives has on their environment. The ECO team in year 2, who lead whole school assemblies on recycling, litter, protecting nature and conserving energy and water, compliment the learning in classes and outdoors so that the children are eager and curious to expand their knowledge in their next stage in their learning.