

## Geography (Understanding of the world)



### Intent

Children will explore 'geographical' events in their own lives; local visits and holiday destinations. As well as features in their environment, buildings, homes, roads, parks etc They will compare different types of environment; land/water, hot/cold, UK/other and show care for environments and living things. Children will explore places and communities, contrast lifestyles, occupations, homes, transport used.

<p><b>Aspiration</b></p> <p>Invite in Police officer, nurse, school cook, fire fighter, caretaker to talk to the children about their roles.</p>	<p><b>Partnership with parents</b></p> <p>Parents are invited to join children on walks into the locality eg to the garden centre, beach, woodland.</p>	<p><b>Inspiration / cultural enrichment</b></p> <p>Children will be exposed to maps, photographs, videos, books about different places in the world. They will learn about famous explorers and environmentalists. They will learn where they are from and people of their local community.</p>
<p><b>The big picture</b></p> <p>Children will be introduced to geographical enquiry through books, photographs, maps and video clips. They will have exposure to maps, globes and atlases and will be encouraged to express views and preferences. Children will be taken into the local environment to observe human and physical features. They will be taught directional language and pre mapping skills such as vocabulary to describe scale and distance, and representation. As a prerequisite to future fieldwork skills, which will be developed in key stage 1, children will look at photographs and recognise what they have seen in their locality and be encouraged to sketch what they see in their environment.</p>	<p><b>Development Matters Links</b></p> <p><b>3/4</b></p> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history</li> <li>Show interest in different occupations.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Continue to develop positive attitudes about the differences between people.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul> <p><b>Reception / ELG</b></p> <ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Draw information from a simple map.</li> <li>Understand that some places are special to members of their community.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Explore the natural world around them.</li> <li>Recognise some environments that are different to the one in which they live.</li> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</li> </ul>	<p><b>N C Links</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>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</li> <li>use basic geographical vocabulary to refer to:</li> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> <li>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.</li> </ul>
<p><b>Topic Specific Vocabulary</b></p> <p>Family relational names (sister, grandparents, aunty etc), local human features – home, church, factory, shop, garage, bridge etc, physical features- beach, sea, river, cliff, mountain etc, names of modes of transport, earth, globe, planet, continent, ocean, country, town, city, village, island, rock, fossil, desert, jungle, forest, arctic, map, positional / directional language</p>	<p><b>Knowledge / skills</b></p> <p>To be able to talk about their family and lifestyle and understand that families are different. To know that some people in our community have occupations that help us. To name local buildings/human features and understand their function, as well as some physical features, beach, weather etc</p> <p>Children explore and compare environments land/sea, hot/cold and describe how they are different from their own</p> <p>They discuss the weather and begin to understand how this is linked to the season</p> <p>Use books / video clips to compare life in different countries</p> <p>Children look at maps and understand their use, they create their own (fictional) and plot features</p> <p>Children follow a very simple map (Reception) and identify features in our locality</p> <p>They will show understanding about the importance of looking after our local environment/wildlife (eg bees) and also our responsibility to take care of the planet</p>	<p><b>Endpoints</b></p> <p><b>Children will:</b></p> <p>Talk about themselves and their families and understand that people have different families and live in different communities / countries.</p> <p>Know that some people have roles that help us in our community.</p> <p>Can create a map of an imagined place and have key features plotted on it.</p> <p>Can follow a simple picture map and identify features.</p> <p>Compare and contrast different environments.</p> <p>Show care and compassion for the environment, local and wider.</p> <p>Name local features of our locality, human and physical.</p>
<p><b>Indoor Environment / Continuous Provision</b></p> <p>Children will have access to a range of books, atlas, photographs of different environments. Some of these environments will be created in small world areas where children will be encouraged to explore the features and create imaginary stories. They will be encouraged to draw maps to support and enhance their imaginary play.</p>	<p><b>Outdoor Environment / Continuous Provision</b></p> <p>Children will be encouraged to create maps of imaginary places. They will be involved in helping to care for plants and wildlife and thinking of ways that we can improve our space.</p>	

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