

Banks Lane Infant & Nursery

Geography Curriculum



Intention

Geography helps us to understand our world and our environment. By recognising natural changes and changes made by people, we can better understand how we can look after our environment & the wider world and that we can make a difference through our shared values:

Collaboration | Effort | Excellence | Respect
And that we can make a difference

Progression from EYFS to KS1

End points: ***By the end of EYFS***, children will be able to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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.

By the end of KS1, 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.

Geography Experiences & Opportunities (Cultural Capital)

Outdoor Learning to explore the school woodland area, school buildings and surrounding areas.

Conservation Volunteers (tree planting) and Woodland Trust Tree Planting Day(Spring 2024)

Litter picking in the local community (school council)

Geography Fieldwork Trips to Woodbank and Vernon Parks. Field trips out in the local community.

National Fieldwork Week (across the school)

Knowledge in Geography

Our curriculum develops substantive knowledge through the study of different units that cover the programmes of study from the National Curriculum for Geography. Disciplinary knowledge uses enquiry-based learning and concepts to think like a geographer.

Fingertip knowledge is the knowledge of the key facts. It's the 'what' and the 'where' locally, regionally, nationally and globally using specific vocabulary. These facts must be applied in a context using substantive knowledge to have meaning.

Substantive knowledge enables children to group or classify knowledge together, forming links and making connections to help make sense of facts and information. It leads them to knowing the 'how' and the 'why'.

Disciplinary knowledge is the application of factual knowledge. Under the umbrella of the big ideas or concepts, children amalgamate fingertip and substantive knowledge together to think more geographically.

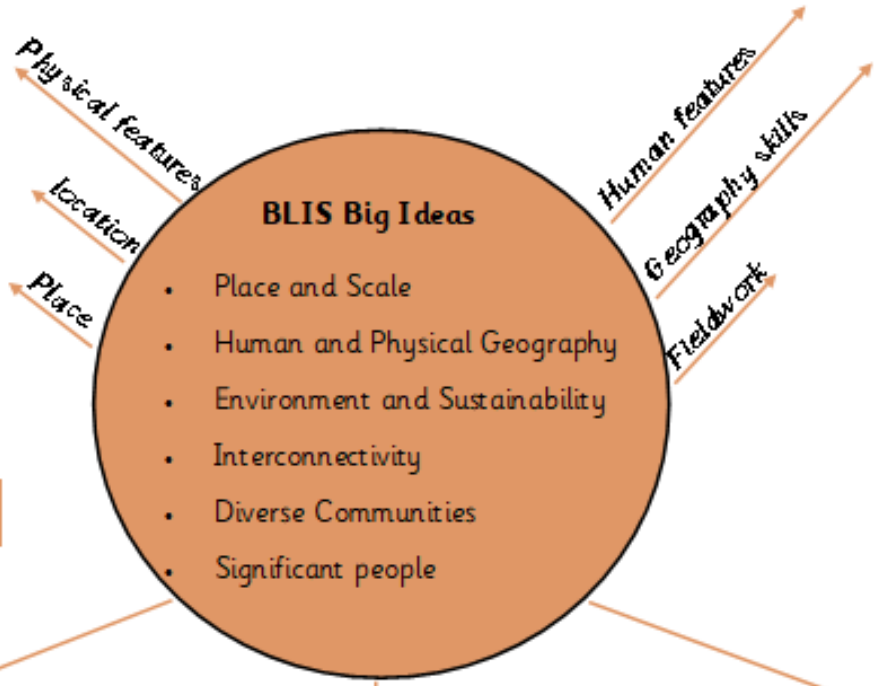
These concepts are:

- **Place and Scale** -developing and understanding contextual knowledge of the location, and how it relates to the wider world. Comparing and contrasting; resolving problems in different ways.
- **Human and physical geography**- looking at what biomes exist in the world, and how humans and animals adapt to where they live. Understanding the impact that humans have on the world. Understanding that impact of weather on the natural world and the influence of human processes.
- **Environment and Sustainability**- physical geography (learning about earth's natural processes, features, and how they change over time) and human geography (looking at human processes and the connections they have on the environment.)
- **Interconnectivity** - understanding why and how physical and human features affect each other in many ways, including how they develop and change overtime.
- **Diverse Communities** -looking at people who live in the local community and globally. Finding similarities and differences in social and culture interests, seeing how these relate to nature and the environment. Learning more about how identities are value and respected.

Fingertip Knowledge



Substantive Concepts



Disciplinary Concepts

EYFS

- Locational knowledge
- Place knowledge
- Human and physical Knowledge
- Geography skills and field work

KS1

- Locational knowledge
- Place knowledge
- Human and physical Knowledge
- Geography skills and field work

KS2

- Locational knowledge
- Place knowledge
- Human and physical Knowledge
- Geography skills and field work

Always engage pupils in a valid geographical enquiry or puzzling key question through which the learning grows over the sequence of lessons. Sometimes objectives will relate to pupils devising their own enquiry questions and ways of tackling them.

Substantive concepts

Geographical retention is cumulative and is embedded through retrieval practice and word building of practice tasks. The intertwining of both will increase substantive knowledge. New knowledge is connected to prior learning.

Geographical Enquiry

Knowledge of

- Place Knowledge
- Location Knowledge
- Human and Physical Knowledge
- Geography Skills and fieldwork.

Understanding of

- Place and Scale
- Human and Physical Geography
- Environment and Sustainability
- Interconnectivity
- Diverse Communities
- Significant People

Disciplinary Concepts

Within any sequence of lessons, we always include objectives for developing pupils' understanding of (usually) one or two of the listed elements and questions. The selection and precise focus for this will be reflected in the key question.

Communication

This requires pupils to organise and communicate their findings at the end of the sequence so their learning gains coherence. Sometimes objectives will relate to helping pupils to communicate clearly. They should use their understanding of geography to help them decide how to organise and present their ideas most effectively.

EY Overview of Progression

Educational Programme-EYFS Framework

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.

Nursery Development Matters

- Use all their senses in hands-on exploration of natural materials.
- Talk about what they see, using a wide vocabulary.
- Explore collections of materials with similar and different properties.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Talk about the differences between materials and change they notice.
- Plant seeds and care for growing plants.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences between people.
- Know that there are different countries in the world and talk about the differences that they have experienced or seen in photographs.

Reception Development Matters

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Talk about members of their immediate family and community.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different from the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Early Learning Goals

- 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.
- 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.

	Nursery	Reception	Year 1	Year 2
Autumn	Ourselves Autumn Christmas	Adventure Awaits! It's Not Just A Toy	The Land Before Time Into the Woods	The Great Fire Of London
Spring	Winter/ Cold Lands Occupations-Dentist	...To The Rescue I Can Sing A Rainbow	Marvellous Monarchs	Where the Dragons Dance Into The Wild
Summer	Conditions for growth – plants Classifying - animals	Shiver Me Timbers! 3, 2, 1 Blast Off!	There's No Place Like Home What a Wonderful World!	It's A Bug's Life

Big Ideas (Key Concepts)

Big Ideas (concepts) that underpin all geographical enquiry.	EYFS	KS1	KS2 (what we are preparing our children for)
Place and Scale (in and between periods)	<ul style="list-style-type: none"> • Develop a sense of place. • Ask questions about what people and communities do in society. • Develop knowledge of other places through stories and other sources. • Make comparisons between places. 	<ul style="list-style-type: none"> • deepen knowledge of places locally, regionally nationally and globally. • Develop comparisons of places further looking at specific areas. 	<ul style="list-style-type: none"> • Make regional comparisons looking at the topography of the land. • Locate the world's countries using maps. • Understand the similarities and differences of an area of the UK, Europe and The Americas. • Land use over time • Characterise regions using different resources.
Human and physical geography	<ul style="list-style-type: none"> • Develop a sense of self. • Learn about communities and how they function. • Explore the natural world. • Make comparisons about what is seen. 	<ul style="list-style-type: none"> • Identify human and physical features of the local area. • Observe seasonal changes. • Compare and contrast a local area with another non-European country. 	<ul style="list-style-type: none"> • Human and physical characteristics of other areas in the UK. • Use specialised atlases to look at urban and rural areas • look at climate zones, biomes, physical features and other natural phenomena. • Impact of natural phenomena eg tsunamis, earthquakes
Environment and sustainability	<ul style="list-style-type: none"> • Understand the relationship between people and the environment. 	<ul style="list-style-type: none"> • Understand that humans change environments. • Knowing ways in which we can protect 	<ul style="list-style-type: none"> • Study types of settlements and land use • Learn about the use of natural

	<ul style="list-style-type: none"> • Recognise that some environments are different. • Know that environments are important. • 	<p>the environment.</p> <ul style="list-style-type: none"> • Look locally at what is going on to look after the environment. 	<p>resources.</p>
Interconnectivity	<ul style="list-style-type: none"> • know that people and places are connected • Understand that some places are special to members of their community. • Grow food 	<ul style="list-style-type: none"> • Understanding the way in which places and people are connected. 	<ul style="list-style-type: none"> • Regions across the UK and ways in which they are connected by what is produced. • The function of natural resources to help move produce from rural to urban places. • How this has changed over time.
Diverse communities	<ul style="list-style-type: none"> • Continue to develop positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences between people. • Recognise that people have different beliefs and celebrate special times in different ways. • Know that there are different countries in the world and talk about the differences that they have experienced or seen in photographs. 	<ul style="list-style-type: none"> • Look at people and the jobs they do. • Compare communities in different places locally and globally. • Is land used in the same way? 	<ul style="list-style-type: none"> • The similarities and differences between the regions of the UK. • How do people use natural resources? • Is the north of England different to other areas of the UK?

Substantive Knowledge:

Geographical enquiry.	EYFS	Year 1	Year 2
Place knowledge	<ul style="list-style-type: none"> • Learn about familiar places eg school and the local area. What is in this place? What happens there? • Use role play and small figures to learn about people who have important jobs and roles in the local community. Understand that communities work together to help each other. • Understand why some places look different. Compare urban and rural places. • Use globes and atlases to discover different places around the world. • Learn about diverse communities locally and globally. 	<ul style="list-style-type: none"> • Learn about the place lived in, what happens there. What is the place like? (Offerton, Stockport) • Discuss landmarks or memorable places that are familiar. • Look at aerial shots and satellite imagery to show different locations and local places. • Start to build language linked to different types of settlements. • Develop an understanding of communities and their function. • Compare places with those in the past. 	<ul style="list-style-type: none"> • Understand that places vary in size depending on certain factors like population. • Start to build a word bank of ways to describe places e.g. towns and cities. • Learn about the similarities and differences between the lives of people living in a familiar place (Stockport) and another in a non-European country. How are they the same? How are they different? • Use stories to learn about different communities globally. Understand the relationship between diverse communities and their environment.
Location	<ul style="list-style-type: none"> • Develop locational(prepositional) language. • Understand where familiar places are located. • Learn about countries by listening 	<ul style="list-style-type: none"> • Understand where we are located in the world. • Build knowledge of other places in different locations including countries of the UK and continents of the world. 	<ul style="list-style-type: none"> • Continue to build a word bank of knowledge about different cities and countries within the UK, continents and oceans globally. • Study the local area and one other

	to stories about exploration and adventure.	.	place not in Europe. <ul style="list-style-type: none"> Use globes and atlases to locate countries and continents of the world.
Geography Skills and Fieldwork	<ul style="list-style-type: none"> See maps and learn about their use. Look at globes to see different places. Begin to understand that the world is made up of land and sea. 	<ul style="list-style-type: none"> Draw simple maps including human and physical features using a key. Introduce cardinal points on a map. Use maps to navigate a route. Make comparisons, similarities, differences and notice patterns. Look at maps including OS Maps, world maps, atlases and globes to learn about where places are located. Use maps to locate the countries of the UK. 	<ul style="list-style-type: none"> Use digital and satellite imagery to zoom in and out to understand distance, scale of places locally and globally. Draw maps in more detail to show human and physical features including a key. Learn how to use a compass. Use maps to develop spatial thinking and to see patterns develop. Use geography skills and field work to gain more in-depth knowledge of local places.
Human and Physical Geography.	<ul style="list-style-type: none"> Use outdoor experiences to observe nature and seasonal changes. Ask questions about how natural phenomena occurs. Watch things grow and observe changes. Learn about different animals and their habitats. Understand the relationship between humans and animals. Through stories understand the 	<ul style="list-style-type: none"> Use outdoor experiences to identify human and physical geography. Build a bank of words used for human and physical features. Observe the seasonal changes and weather patterns. Learn about woodland spaces, animals and habitats through stories. Understand the relationship between humans and animals. Through stories, discover the importance of looking after the 	<ul style="list-style-type: none"> Go on a field trip to study the human and physical features of an area. Use maps and atlases to locate other biomes in the world. Learn about the animals that live there and the problems they face. Make comparisons between different types of biomes. Know that there is a connection between people, places, the environment and resources.

	<p>importance of taking care of the environment.</p> <ul style="list-style-type: none">• Learn about recycling and reusing to understand its impact.	<p>environment.</p>	<ul style="list-style-type: none">• Discover places where environments are under threat.• Think of ways to resolve issues. Recycle, Reuse! Join campaigns to save environments.
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