



## Chandag Infant School - Geography Scheme of Work

A high quality Geography curriculum helps children to make sense of the world they live in. It enables them to interpret the images and information about people and places which they acquire. It inspires in pupils a curiosity and fascination about the world and its people and equips them with a greater understanding of the Earth's key physical and human processes. As a school we also hope to foster a sensitive concern for the environment and shared responsibilities for our world.

### EYFS

**Communication and language development** involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations

**ELG 01 Listening and attention:** Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

**ELG 02 Understanding:** Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to **stories or events**.

**ELG 03 speaking:** Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

**Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities

**ELG 06 Self-confidence and self-awareness:** children are confident to try new activities, and to say why they like some activities more than others; and choose the resources they need for their chosen activity.

**Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment

**ELG 13 People and communities:** Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

**ELG 14 The world:** Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.



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In **Years 1 and 2** pupils are taught to:

- Name and locate the four countries and capital cities of the United Kingdom using atlases and globes.
- Identify seasonal /daily weather patterns in the UK and the location of hot and cold areas of the world.
- Use basic geographical vocabulary to refer to local and familiar features.
- Use four compass directions and simple vocabulary associated with them.
- Name and locate the world's 7 continents and 5 oceans.
- Compare their local area to a non-European country.
- Use basic vocabulary to describe a less familiar area.
- Use aerial images and other models to create simple plans and maps, using symbols.
- Use simple fieldwork and observational skills to study the immediate environment.
- Use world maps, atlases and globes

The **National Curriculum for Geography key stage 1** aims to ensure that all pupils:

- 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 of processes
- Understand the processes that give rise to key physical and geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Are competent in the geographical skills needed to:
- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- Interpret a range of sources of geographical information, including 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

| <u>Y1 Skills</u>  | <u>Topics and Learning Activities in Year 1</u>  |
|---|--|
| <ul style="list-style-type: none"> <li>• <b>Use world maps, atlases, globes to identify the United Kingdom and all of its countries, as well as the countries, continents and oceans studied at this Key Stage.</b></li> <li>• <b>Use simple compass directions and locational and directional language to</b></li> </ul> | <p><b>Autumn 1</b> Superheroes: Harvest from around the world. Jobs people do.</p> <p><b>Autumn 2</b> Celebrations and Seasons. Study weather patterns – seasonal and daily in the UK</p> <p><b>Spring 1</b> Go Wild: animals. Chinese New year.<br/>Understand geographical similarities and differences through studying the human and physical geography of a</p> |



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| <p>describe the location of features and routes on the map.</p> <ul style="list-style-type: none"> <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 surroundings.</li> </ul> | <p>small area of the UK and of a small area in a contrasting non-European country - Who am I? Comparing themselves with a child from Kenya.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas.</p> <p>Name and locate the world's seven continents and five oceans world maps</p> <p><b>Spring 2</b> Map work to show the journey from children's houses to school. Describe geographical features of the school site. Express views.</p> <p><b>Summer 1</b> Into the woods Geography field trip to Manor Woods, identifying human and physical features of the environment</p> <p><b>Summer 2</b> Beside the sea: Use basic geographical vocabulary – e.g Holidays – cliff, cliff, coast, hill, sea, ocean, river, port, harbour.</p> |
| <p><u>Y2 Skills</u></p>  | <p><u>Topics and Learning Activities in Year 2</u></p>   |
| <ul style="list-style-type: none"> <li>• Use world maps, atlases, globes to identify the United Kingdom and all of its countries, as well as the countries, continents and oceans studied at this Key Stage.</li> <li>• Use simple compass directions and locational and directional language to describe the location of features and routes on the map.</li> <li>• Use aerial photographs and plan</li> </ul>  | <p><b>Autumn 1:</b> Wow science! Healthy living/Food <u>Our World</u> - Locate places in an atlas or using the computer i.e google maps, Chinese New Year / Divali (RE link) What are the similarities and differences between celebrations in different countries. Locate these countries on a map / globe.</p> <p><b>Autumn 2:</b> Our Amazing World, identifying physical and human features</p> <p><b>Spring 1:</b></p> <p><b>Spring 2:</b> Tiddalik/Australia Study the human and physical geography of a small area of the UK and contrast</p>   |



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**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 surroundings.**

with a small area in a non-European Country. Our World- How our local environment compares to other locations around the World.

**Summer 1:** Animals, life cycles and habitats. Our World – Find out about different wildlife habitats in our local environment.

**Summer 2:**