

Geography Intent / Rationale:

We believe our geography curriculum will inspire in pupils a curiosity and fascination about their local area, country & the wider world that will remain with them for the rest of their lives. By the end of their Infant school years our children will have a developing knowledge of places, people and of natural and human environments.

Core Principles for the Teaching of Geography at Robert Miles Infant School:

Pupils at Robert Miles Infant School learn through a Geography curriculum that will:

- enable children to use and understand subject specific geographical vocabulary;
- give children an understanding of geographical similarities and differences of contrasting places;
- develop simple fieldwork and observational skills so that our children can explore the geography of their school and its grounds and develop an understanding of the key human and physical features of its surrounding environment;
- develop an understanding of the importance and responsibility of the role the children have as citizens of the world & the impact they can have on the future of our world.

Our geography curriculum will:

- be carefully planned and structured through schemes of learning that ensure current learning is linked to, and builds on, previous learning;
- be part of a connected curriculum – pupils are encouraged to relate knowledge gained in different topics to make meaningful connections across the curriculum.

EYFS (Reception)

3 & 4 year olds	Understanding the World (Development Matters)	<ul style="list-style-type: none"> ▪ Use all their senses in hands-on exploration of natural materials. ▪ Begin to understand the need to respect and care for the natural environment and all living things. ▪ Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Understanding the World (Development Matters)	<ul style="list-style-type: none"> ▪ Draw information from a simple map. ▪ Recognise some similarities and differences between life in this country and life in other countries. ▪ Explore the natural world around them. ▪ Recognise some environments that are different to the one in which they live.
Early Learning Goal	Understanding the World – People, Culture and Communities	<ul style="list-style-type: none"> ▪ 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.
	Understanding the World – The Natural World	<ul style="list-style-type: none"> ▪ 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.

GEOGRAPHY - Document 1: Whole School Knowledge Progression

The National Curriculum for Geography aims to ensure that all pupils:	KS1 (NC subject content):		
<ul style="list-style-type: none"> ▪ 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 human 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 at length. 	<p>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.</p>		
	Pupils should be taught to:		
	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc;">Locational Knowledge</td> <td> <ul style="list-style-type: none"> • 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. </td> </tr> </table>	Locational Knowledge	<ul style="list-style-type: none"> • 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.
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RMI school-wide threads:

- ❖ **Positive Attitudes for Learning (PAL):** We will develop positive learning behaviours and attitudes, focusing on engagement, motivation and critical thinking.
- ❖ **Equality and Diversity:** We aim to provide an equitable start for our children, where communalities and differences are valued and celebrated. Our pupils will develop cultural awareness through a diverse and inclusive curriculum.
- ❖ **Reading at the heart of everything we do:** We will develop confident readers, instil a love of reading and provide purposeful cross-curricular reading opportunities.
- ❖ **Develop an understanding of how to care for our environment:** We will support children to take an interest and responsibility, as global citizens and custodians of our planet.

Concepts of our Geography curriculum at RMI:

- ❖ **Where in the world?:** We will develop a sense of place, locally, nationally & globally, to encourage curiosity and fascination about the world we live in.
- ❖ **Protect our Planet:** We will begin to understand the impact that we have on our planet and some of the ways that we can help protect it.

GEOGRAPHY - Document 1: Whole School Knowledge Progression

	Reception	Year 1	Year 2	Year 3
Locational Knowledge	<p><u>KS1 pupils should be taught to:</u></p> <ul style="list-style-type: none"> • 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 UK and its surrounding seas. 			
	<ul style="list-style-type: none"> ➤ I know that I live in Bingham, Nottingham and that this is in England. 	<ul style="list-style-type: none"> ➤ I know the names of the four countries that make up the UK. ➤ I know the names of the three main seas that surround the UK. ➤ I know the name of and can locate the four capital cities of England, Wales, Scotland and Northern Ireland. 	<ul style="list-style-type: none"> ➤ I know the names of and can locate the seven continents of the world. ➤ I know the names of and can locate the five oceans of the world. 	<p><i>To be added, in liaison with the linked junior school</i></p>
	<p><u>KS1 Pupils should be taught to:</u></p> <ul style="list-style-type: none"> • 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. 			
Place Knowledge	<ul style="list-style-type: none"> ➤ I know how to recognise similarities and differences between two familiar places. ➤ I know and can talk about some features of my own environment. 	<ul style="list-style-type: none"> ➤ I know and can identify some similarities & differences between my local town, Bingham & another town/city in the UK. 	<ul style="list-style-type: none"> ➤ I know and can identify the main differences between a place in England and that of a small place in a non-European country. 	<p><i>To be added, in liaison with the linked junior school</i></p>
	<p><u>KS1 Pupils should be taught to:</u></p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season & weather; - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 			
Human and Physical Geography	<ul style="list-style-type: none"> ➤ I know about some features of my own immediate environment and how environments might vary from one another. ➤ I know how to recognise seasonal changes in my own environment. 	<ul style="list-style-type: none"> ➤ I know which is the hottest and coldest season in the UK. ➤ I can recognise the main weather symbols ➤ I know and can talk about the main differences between city, town and village. ➤ I know how to explain some of the advantages and disadvantages of living in a city or village. ➤ I know how to identify the following physical features: mountain; lake; island; valley; river; cliff; forest & beach. 	<ul style="list-style-type: none"> ➤ I know and can identify some features of hot and cold places in the world in relation to the Equator & the North & South Poles. ➤ I know about and can explain some of the advantages and disadvantages of living in a city or village. ➤ I know how to identify the following physical features: mountain; lake; island; valley; river; cliff; forest and beach. 	<p><i>To be added, in liaison with the linked junior school</i></p>

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	<ul style="list-style-type: none"> ➤ I know the name of my school and the street I live on. ➤ I know how to use simple maps and aerial photographs to identify features of my own environment. ➤ I can devise simple maps of learning experiences. 	<ul style="list-style-type: none"> ➤ I know my address, including postcode. ➤ I know how to use compass directions North, South, East and West. ➤ I know how to describe the location of features and routes on a map. ➤ I know how to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features in my local area. ➤ I can devise a simple map; and use basic symbols in a key. 	<ul style="list-style-type: none"> ➤ I know where the equator, North Pole and South Pole are on a globe. ➤ I know how to use simple fieldwork and observational skills to study the geography of my school, its grounds and my local area, including the key human and physical features. ➤ I can devise a detailed map; and use and construct basic symbols in a key. ➤ Recap: I know how to use compass directions North, South, East and West. 	<p><i>To be added, in liaison with the linked junior school</i></p>
Geographical Vocabulary	<p><u>Pupils should be taught to:</u></p> <p>develop their vocabulary of geographical terms when discussing, questioning, comparing places nationally and internationally.</p>			
	<p><i>Left, right, between, next to, under, behind, home, house, garage, driveway, pavement, garden, fence, hedge, wall, windows, doors, bus-stop, pedestrian crossing, street lamps, gutter, Bingham, Nottingham, England, School, field, garden, Harvest, crop, forward, backwards, Continent, country, capital city, habitat, setting, feature, Environment, habitat</i></p>	<p><i>In-between, above, below, difference, road, lane, path, house, flats, bungalow, semi-detached, park, verge, church, shops, factories, river, stream, pond, lake, Map, Bird's eye view, aerial, location, feature, location, key, United Kingdom, England, Scotland, Northern Ireland, Wales, London, Edinburgh, Cardiff, Belfast, Landmark, North, South, Pole, equator, countries, continents, Arctic, Antarctica, Africa, Asia, Europe, North America, South America, direction</i></p>	<p><i>Adjacent, contrast, compare, human, natural, impact, pollution, motorway, railway, canal, forest, wood, arable, agricultural, suburb, city, town, village, hamlet, developed, Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, Human features: country, city, town, village, factory, farm, house, office, port, harbour, shop, similarities, differences, natural, man-made, continent, ocean, equator, world, compass, climate, temperature, weather. Continents: Africa, Asia, North America, South America, Australia, Europe, Antarctica. Oceans: Pacific, Atlantic, Indian, Arctic, Southern. Great Barrier Reef, Amazon rainforest, Sahara Desert, South Pole, North Pole, North, South, East, West. compass, directions, navigate, map, key, continents, physical features, human features, natural, man-made, map, Bird's eye view, aerial</i></p>	<p><i>To be added, in liaison with the linked junior school</i></p>