



LOVING LEARNING, CARING FOR EACH OTHER, ACHIEVING EXCELLENCE

## INTENT

At Dropmore Infant School we intend to inspire curiosity and fascination within our children about the world around them through high quality Geography lessons. We are committed to providing the children with opportunities to develop their knowledge of diverse places, the human and physical processes which shape them and the people who live in them. They are provided with ample opportunities to develop geographical skills in enquiry, map skills, fieldwork and environment. Our teaching supports the children in developing a sense of identity and promotes responsible citizenship.

We have high ambitions for all pupils, including those with SEND, EAL and those from a disadvantaged background. We want children to enjoy learning about Geography by gaining knowledge and skills not just from the classroom but also from fieldwork and educational visits. Our Geography lessons at Dropmore prepare them for the next stage of their education as they go into their next schools in KS2 and beyond.

## IMPLEMENTATION

### Reception:

In the Early Years Foundations Stage (EYFS), Geography is taught largely linked to the topics being covered each half term. Some topics are more heavily geography focused e.g. My Planet and My Local Area. Our Early Years Curriculum is carefully planned and implemented alongside the Key Stage 1 curriculum to ensure teaching is sequential throughout the school, building upon the children's prior learning.

### Year 1 and Year 2:

Geography is taught as part of our KS1 Concept Curriculum. Concept Curriculum lessons are usually taught twice a week and are split into three main topics per year. One topic each year has a in depth Geography focus and the other two topics contain some high-quality Geography lessons within them. This helps ensure Geography knowledge and skills are reviewed termly but there is also a term spent to Geography lessons to explore knowledge and skills in depth.

### All year groups:

We have worked carefully on our curriculum to ensure there is clear progression of knowledge and skills through the year groups.

- Substantive knowledge is organised into **locational knowledge**, **place knowledge** and **human and physical processes** and **geographical skills**. We ensure that pupils' knowledge, skills and understanding are built upon through successive years. e.g. In Reception locational knowledge focuses on the school and local area, Year 1 it builds to cover the UK, and in Year 2 explores around the world.
- Disciplinary knowledge, knowledge that allows children to 'think like a geographer', is covered between each strand of substantive knowledge listed above. This is all mapped out carefully from EYFS to Year 2 to enable children to apply their knowledge as skill.

We use a variety of teaching and learning styles in our Geography lessons, including enquiry-based research activities. We encourage children to ask and answer geographical questions. We offer them the opportunity to use a range of high quality, up-to-date resources and data sources, such as maps, statistics, graphs, pictures, and aerial photographs as well as IT resources (such as Google Earth) where this serves to enhance their learning. Teachers are encouraged to consider opportunities available to

use the school grounds and the local area for fieldwork to enable children to base learning on first hand experiences to enhance teaching and learning in Geography. Educational visits are another opportunity for the teachers to plan for additional geography learning outside the classroom and trips are planned each year to further their geography learning such as to museums or local woodland and castles.

## **IMPACT**

The impact of our Geography curriculum is measured in a variety of ways: questioning during lesson time, marking children's written work in KS1, listening to discussions, interviewing pupils across the school about their learning, book looks and using images/videos of children's practical learning.

### **EYFS:**

The class teachers review the children's development termly in Reception specifically paying attention to the area 'Understanding the World' (UTW). Evidence of children's work and topic floor books are discussed and evaluated by the Reception teaching staff. By the end of Reception, children are expected to meet their Early Learning Goals in all areas of learning, this should be effectively supported by the Geography curriculum, in particular within UTW.

### **KS1:**

Pupils knowledge and skills is measured through ongoing assessment by teachers. By the end of Key Stage 1 children expected to know, apply and understand the matters, skills and processes specified in the National Curriculum 2014.

Our Geography curriculum ensures that children leave Dropmore:

- Remembering key knowledge in areas outlined in the National Curriculum
- Skilled from their knowledge and able to perform various fieldwork outside of their classroom environment
- Able to use a variety of vocabulary with which to discuss their geographical knowledge and understanding.
- Knowing how their actions affect the local environment and the sustainability of the Earth's resources.
- Equipped to become responsible citizens of that world.

## **Adapting the curriculum for pupils with SEND in Geography**

- A variety of additional scaffolds may be used in lessons, such vocabulary banks, additional visual stimuli or adult support.
- For sensory or physically impaired pupils, geography learning may necessitate adapting resources e.g. enlarging texts, using clear fonts, well-spaced print
- Teachers may need to identify and break down the components of the subject curriculum into manageable chunks for pupils who find learning more difficult, particularly those with cognition and learning needs.

### **CONCEPTS:**

Alongside our concepts in the concept curriculum, when planning geography lessons or units of work we ensure that all three of these key components are present to some extent. Developing a sense of place – such as for example, a sensory exploration of a 'rainforest' – is not geography until you understand the significance of location and links with other places at global and local scales of study. Other concepts add depth and support a deeper understanding of people, places and environments. Geography synthesises different ideas and types of knowledge which is why it is both a challenging and exciting subject.

- **'Space'** – the location of points, features or regions in absolute and /or relative terms and the relationships, flows and patterns that connect and / or define them.

- **‘Place’** – a construct that is defined in terms of what it is like, what happens there and how and why it is changing. Locational knowledge part of curriculum broke down into components to support this.
- **‘Scale’** – the ‘zoom lens’ that enables us to view places from global to local levels

Concepts are important in geography as they draw out the links between processes and ideas.<sup>[footnote 44]</sup> To develop their understanding of each of these concepts, pupils need to learn the range of relevant knowledge and skills. It is from this knowledge and development of these skills that pupils gain a more abstract appreciation of the subject. Therefore, it is critical that the content of the curriculum is broken down into component parts (or chunks) that pupils can first comprehend in their own right, before combining different components to gain a fuller conceptual appreciation (Ofsted Review, 2021)

National Curriculum Programme of Study and EYFS framework		
Reception	Year 1	Year 2
<p>Understanding of the World –</p> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between families, different religious and cultural communities, cultures and traditions.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>• 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</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>	<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> <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: <ul style="list-style-type: none"> <li>o key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>o key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul> <p><b>Geographical skills and fieldwork</b></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
- 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
- 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
- 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.

### PROGRESSION OF KNOWLEDGE AND SKILLS IN GEOGRAPHY

	SUBSTANTIVE KNOWLEDGE		DISCIPLINARY KNOWLEDGE	
	Locational Knowledge ‘Knowing where’s where’			
	Reception	Year 1	Year 2	Arriving in Year 3 able to...
Local area	By the end of Reception children: <ul style="list-style-type: none"><li>• Know the name of my school</li><li>• Know the town/city where I live</li></ul>	By the end of Year 1, children: <ul style="list-style-type: none"><li>• Know the road I live on and where my school is in the local area</li></ul>	By the end of Year 2, children can: <ul style="list-style-type: none"><li>• Name, locate and describe key landmarks in the local area</li></ul>	<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>
UK	<ul style="list-style-type: none"><li>• Know they live in England</li></ul>	<ul style="list-style-type: none"><li>• Know and can locate the four countries in the United Kingdom.</li></ul>	<ul style="list-style-type: none"><li>• Securely name, locate and identify characteristics of the four countries and capital cities in the United Kingdom and its surrounding seas.</li></ul>	
The world	<ul style="list-style-type: none"><li>• Know they live on Earth</li></ul>	<ul style="list-style-type: none"><li>• Know some characteristics of the countries and can name some capitals</li><li>• Know all the seven continents</li></ul>	<ul style="list-style-type: none"><li>• Know and locate the seven continents and five oceans.</li></ul>	

	<ul style="list-style-type: none"> <li>Look at simple maps of my school and town</li> <li>Describe what I see where I live</li> <li>Identify land and water on a globe or Atlas</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, Atlases and globes to locate places around the world</li> <li>Comment on countries focusing on their characteristics. Look through photos of different capitals.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that the globe represents the Earth as it is and that maps are a representation in 2D of parts of the Earth</li> <li>Understand why it is important for all streets to have a name, including post code</li> <li>Be able to follow a simple road map and recognise key landmarks, such as a church</li> <li>Talk about the features in their local environment</li> <li>Observe and record information about the local area, i.e. types of shops, bus stops etc.</li> <li>Take photographs of locally interesting geographical features</li> <li>Make a simple map after visiting a specific area, i.e. to include shops, church, school, etc.</li> </ul>	
	<b>Vocabulary:</b> home, country, Earth, planet, England, globe	<b>Vocabulary:</b> Continent, Asia, Africa, North and South America, Europe, Antarctica, Australia, United Kingdom, England, Scotland, Northern Ireland, Wales	<b>Vocabulary:</b> Ocean, Southern, Pacific, Atlantic, Arctic, Indian, English Channel, Belfast, Cardiff, Edinburgh, London	

	SUBSTANTIVE KNOWLEDGE		DISCIPLINARY KNOWLEDGE	
	<b>Place knowledge</b> Place allows a pupil ‘to locate or orient oneself with respect to the larger global space and to other places			
	Reception	Year 1	Year 2	Arriving in Year 3 able to...

Comparisons	By the end of Reception children can: <ul style="list-style-type: none"> <li>Are able to make simple comparisons between their location and other relevant places in the world (e.g. where their parents or family come from)</li> <li>Make simple comparisons between familiar environments (e.g. home and school)</li> </ul>	By the end of Year 1, children can: <ul style="list-style-type: none"> <li>Know features of hot and cold places in the world</li> <li>Know where the equator, North Pole and South Pole are on a globe</li> <li>Know some of the characteristics associated with a city in comparison to where they live</li> </ul>	By the end of Year 2, children can: <ul style="list-style-type: none"> <li>Know the main difference between the climate and features of a place in England and that of a non-European country understand and express opinions about the similarities and differences of a small area of the UK and a <i>non-European</i> county. (Including weather, lifestyles, human and physical geography)</li> </ul>	<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>
	<ul style="list-style-type: none"> <li>Describe from photographs different environments around the world</li> <li>Look at simple maps and globes identifying land types and the sea</li> <li>Use comparative language to describe objects as near or far away</li> </ul>	<ul style="list-style-type: none"> <li>Understand that maps and the globe are used to locate key places around the world.</li> <li>Compare regions that are very hot with ones that are very cold, focusing on climate, temperature and people.</li> </ul>	<ul style="list-style-type: none"> <li>Contrast a place they know well with another they are not familiar with, using maps, photographs, and videos to help make comparisons</li> </ul>	
	Vocabulary: School, place, similar, different	Vocabulary: Local, area, Europe	Vocabulary: Physical characteristics, human characteristics, non-European,	

	SUBSTANTIVE KNOWLEDGE		DISCIPLINARY KNOWLEDGE	
	Human and Physical Geography			
	Reception	Year 1	Year 2	Arriving in Year 3 able to...

Physical - Weather and climate	By the end of Reception children: <ul style="list-style-type: none"> <li>Know the names of the four seasons</li> <li>Know weather changes with the seasons</li> </ul>	By the end of Year 1, children: <ul style="list-style-type: none"> <li>Know that some of the features of the seasons where they live</li> <li>Know the weather may vary in different parts of the UK and in different parts of the world</li> <li>Know the north and south poles are cold and the equator is hot</li> </ul>	By the end of Year 2, children can: <ul style="list-style-type: none"> <li>Know how seasonal and daily weather patterns across the world may differ</li> <li>Know which continents have significant hot or cold areas and relate these to the poles and equator.</li> <li>Know different range of weather symbols</li> </ul>	<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> </ul> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li><b>key physical features</b>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather</li> <li><b>key human features</b>, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>
Physical - Physical features	<ul style="list-style-type: none"> <li>Identify physical features e.g. identify a beach, mountain and river from photos and begin to describe these</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use basic geographical vocabulary associated with <i>physical</i> features of an environment e.g. beach, mountain, river</li> </ul>	<ul style="list-style-type: none"> <li>Use a wider range of geographical vocabulary describing <i>physical</i> environments e.g. valley, vegetation, coast</li> </ul>	
Human features	<ul style="list-style-type: none"> <li>Know features of the school environment (hall, playground, office)</li> <li>Use basic geographical vocabulary to refer to use features: 'village', 'town' 'shop' or 'house'</li> </ul>	<p>Begin to use basic geographical vocabulary associated with <i>human</i> features in an environment, such as the local area or a UK or world city, e.g. city, village, house, shop</p>	<ul style="list-style-type: none"> <li>Use a range of geographical vocabulary describing <i>human</i> environments, such as in the local area and other contrasting areas in the UK or around the world.</li> <li>Can compare and contrast some similarities and differences between the human environments</li> </ul>	
	<ul style="list-style-type: none"> <li>Go on walks and describe what they can see in each season</li> <li>Look at photos and describe which locations look naturally made and made by humans</li> </ul>	<ul style="list-style-type: none"> <li>Take weather surveys outside</li> <li>Recognise and find human and physical features in their local area</li> <li>Use books and the internet to research the extremes of weather close to the equator and at both the North and South Poles</li> </ul>	<ul style="list-style-type: none"> <li>Use research to explore weather patterns are different in different parts of the world and understand how that impacts on the way of life of different people</li> </ul>	

	Vocabulary: Autumn, Spring, Summer, Winter, beach, mountain, river, town, village, shop, house, farm	Vocabulary: Forest, hill, cliff, soil, sea, seasons, weather, hot, cold, factory, office, city,	Vocabulary: Valley, coast, vegetation, port, harbour, characteristics, compare, contrast, environment, poles, weather patterns, equator	
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	<b>Fieldwork enquires combine substantive knowledge from other strands to support the pupils understand the discipline of Geography</b>			
	<b>Geographical Skills and Fieldwork</b>			
	Reception	Year 1	Year 2	Arriving in Year 3 able to...
Local Maps	<p>By the end of Reception children can:</p> <ul style="list-style-type: none"> <li>Begin to use simple locational/directional language (e.g. near, far, up, down, left, right, forwards and backwards) to describe the location of features on a local map and to move around the school.</li> </ul>	<p>By the end of Year 1 the children can:</p> <ul style="list-style-type: none"> <li>Begin to use simple locational/directional language (e.g. near, far, up, down, left, right, forwards and backwards) and the four main compass directions (North, South, East and West) to describe the location of features on a local map and to move around school.</li> <li>Construct simple plans with support. Use aerial images to recognise basic and human physical features.</li> </ul>	<p>By the end of Year 2 the children can:</p> <ul style="list-style-type: none"> <li>Use simple locational/directional language and the four main compass directions (North, South, East and West) to describe the location of features on a local map, and follow/create a route in the local area.</li> <li>Construct simple maps.</li> <li>Use aerial images to recognise basic physical and human features.</li> </ul>	<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</li> </ul>

UK Maps	<ul style="list-style-type: none"> <li>• Locate London on simple UK map.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw and locate the four countries of the UK on a UK map or atlas.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw and locate the four countries of the UK, their capital cities, some of other major cities and the surrounding seas on a UK map or atlas, using the four main compass directions</li> </ul>	<ul style="list-style-type: none"> <li>• 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>
World Maps	<ul style="list-style-type: none"> <li>• Locate chosen country/countries of parental heritage on globes/maps.</li> <li>• To identify the land and sea on world globes/maps.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw and locate the locations of continents and oceans on globes and world maps or atlases</li> </ul>	<ul style="list-style-type: none"> <li>• Draw and locate the locations of continents, countries and oceans on globes and world maps or atlases.</li> </ul>	
Fieldwork	<ul style="list-style-type: none"> <li>• Begin to use observational skills to draw simple plans and routes around their classroom, school, and local area.</li> <li>• Make simple models of the locality.</li> <li>• Take photos of buildings and places in school and locality (e.g. build a scene).</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use simple fieldwork and observational skills to study the geography of the classroom and local area (e.g. note taking, videoing, taking photos, data collection, sketches, observations, and labelled maps and photos of roads, parks, nature spots, rivers, shops and buildings).</li> <li>• Carry out simple survey of the school (e.g. traffic)</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple fieldwork and observational skills to study the human and physical geography of the school, its grounds and the local area (e.g. note taking, videoing, taking photos, data collection, sketches, observations and labelled maps and photos of: roads, parks, nature spots, rivers, shops and buildings), suggesting reasons for the causes of similarities and differences.</li> <li>• Carry out a simple survey of local area (e.g. weather)</li> </ul>	
	Vocabulary: Map, atlas, globe, compass, photograph	Vocabulary: Aerial photograph, key, compass points: north, south, east, west, key, right, left, weather record, traffic survey	Vocabulary: Fieldwork, landmarks,	

## How Geography is covered across the year groups

For further information see topic overviews

Reception	Year 1	Year 2
Marvellous Me Christmas	Bold Explorers – (Geography Focus topic)	Bold Explorers – (Geography focus topic)
My Planet (Geography focus) Healthy Me	Make your mark	Make your mark
Growing and Changing My Local Area (Geography focus)	Dropmore	Dropmore