



Geography Curriculum Map

Geography Curriculum Intent

At Heather Avenue Infant School, we understand and recognise the needs of all our children and families, and in response offer a story rich, topic based curriculum, underpinned by the Early Years Foundation Stage or the National Curriculum.

In Geography the children are given opportunities to develop the skills of listening, discussing, thinking and questioning. They investigate, create and build on their knowledge and understanding reaching higher levels of executive functioning. Children work collaboratively and independently achieving the best in all they do.

During the Early years Foundation Stage children will explore and develop an understanding of their own environment and will begin to explore and compare their environment to other familiar environments. Throughout Key Stage One, children will develop knowledge of their surroundings and be able to use geographical skills to compare and contrast locations.

We believe that each child should complete their time with us as an enthusiastic learner with an enquiring mind and skills needed to explore the world around them. Developing knowledge on a local, national and world wide level that prepares them for the next stage of their educational journey.

Geography Curriculum Implementation

All staff members are given training on our Geography curriculum and how to effectively implement it as and when required. The majority of training is completed as part of staff meetings and is led by the subject leader and external providers if relevant. Teachers have a good understanding of the geography curriculum and its component parts [location knowledge, place knowledge, human and physical geography and geographical skills and fieldwork].

The geography curriculum map [with identified key vocabulary] is used to create our medium term plans which show sequences of learning and links to our class topics. Geography is taught as a block of work linked to the class topic and as a termly International Week focussing on a specific country. During their time with us, children will learn from high quality stimuli, such as engaging texts, photographs and maps. All teachers scaffold learning and the skills needed so children develop their understanding as well as building their confidence to carry out and complete tasks independently. Blocks of work result in a product/outcome created independently/collaboratively by the children. Further links are made across the curriculum to ensure learning is embedded and revisited.



All staff ensure that there are high expectations across school, with high challenge/low threat activities leading to a growth mindset and lots of genuine positive praise for positive behaviours, progress and success in all areas of school life.

Teachers are adept at assessing children using their own professional judgement via formative and summative assessment. Assessments are recorded on Classroom Monitor in Key stage 1 and on Tapestry and Classroom Monitor in the Early Years Foundations stage. Children who require additional support are quickly identified and supported by differentiation and or intervention. Those requiring extension are identified and mastery approaches used to further progress learning.

Consistently high standards of teaching are implemented across the geography curriculum and can be seen via learning walks, book scrutiny and through discussions with children and staff. SLT and subject leaders play a pivotal role in monitoring progress. Our local advisory board and Trust further monitor our provision. Our International Award, Geography Quality Mark and Eco Award further promotes the continuing development of our outstanding curriculum.

Geography Curriculum Impact

Children achieve well at Heather Avenue Infant School and leave with firm foundations for continued success and the next phase of their educational journey. They have the skills to explore, they have the skills to explore locations and places using their fieldwork and map skills and understand both physical and human characteristics of a place. Children are able to use skills and knowledge from other curriculum subjects to further and compliment their geographical knowledge.

Impact is also shown in the achievement of the British Councils International Award for the 5th time, achieving Silver Geography Quality mark and Eco Green Flag status.



Geography Curriculum Map

Year Group	Skills	Knowledge	Topic title
Reception	<ul style="list-style-type: none"> • Can comment and ask questions about their immediate environment. • Can answer questions about where they live. • Can follow simple directions. 	<ul style="list-style-type: none"> • To name other countries and places • To say where they live and find it on a map of the world and the UK • To name the four seasons and relate weather to each season 	Autumn : Magical Me Spring: To Infinity and Beyond / Dinosaur Roar Summer: Journeys and Teddy Bear Picnic
Year 1	<p>Locational Knowledge</p> <ul style="list-style-type: none"> • Draw maps of real and made up places making keys for symbols on their map • Ask and answer questions about places studied <p>Place Knowledge</p> <ul style="list-style-type: none"> • Identify similarities and differences between two locations [an area of the UK and a non-European country] • Collect information about the local environment <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • Make observations about the weather 	<ul style="list-style-type: none"> • Name the four countries of the UK and their capital cities • Name the four seasons and name different types of weather • Identify and name symbols used on maps • Name human and physical features of the location being studied 	<p>Autumn: Muck, Mess and Mixtures or Turn Back Time (alternating)</p> <p>Spring: Let's Go On a Super Safari or Jungle Fever (alternating)</p> <p>Summer: Get Set Go! or My Amazing Body (alternating)</p>



	<ul style="list-style-type: none"> ● Observe a draw physical and human features of a location <p>Map Skills</p> <ul style="list-style-type: none"> ● Follow directions ● Create a plan to follow a simple route <p>Vocabulary</p> <p>Physical features-beach, cliff, coast, forest, hill, mountains, sea, soil, seasons, weather</p> <p>Human features-city, town, village, farm, house, office, shop</p> <p>Directional language- up, down, left, right, forwards, backwards</p>		
Year 2	<p>Locational Knowledge</p> <ul style="list-style-type: none"> ● Describe locations using geographical vocabulary <p>Place Knowledge</p> <ul style="list-style-type: none"> ● Compare and contrast locations including locations in a non-European country ● Location hot and cold area of the world <p>Human and Physical Geography</p>	<ul style="list-style-type: none"> ● Name and locate the seven continents and five oceans of the world ● Know the four season and the weather related to the season ● Use North, South, East and West correctly ● Identify the hot and cold areas of the world in relation to the Equator and the North and South Pole 	<p>Autumn: Muck, Mess and Mixtures or Turn Back Time (alternating)</p> <p>Spring: Let's Go On a Super Safari or Jungle Fever (alternating)</p> <p>Summer: Get Set Go! or My Amazing Body (alternating)</p>



- Make observations of the weather and identify seasonal and daily weather patterns
- Use geographical vocabulary to describe a location

Map Skills

- Draw a route showing features of the route
- Follow directions on a map
- Use atlases, maps, aerial photographs and plans to find about places being studied
- Use observational skills and simple fieldwork to explore human and physical features of a location

Vocabulary

Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, north pole, south pole, equator

Human features: city, town, village, factory, farm, house, office, port, harbour, shop, railway, country, capital city, church



	Directional Language North, South, East, West,		
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