

Mundeford Community Infants School



LONG TERM SUBJECT MAP - GEOGRAPHY

Aims of a Geographer leaving our school

- Have a secure locational knowledge about the continents and oceans of the world and the countries and capitals of the UK
- Compare human and physical geographical features with contrasting locations including the local environment
- Confidently talk about similarities and differences between contrasting areas locally and globally using appropriate geographical vocabulary
- Create and follow a simple map with a key
- Understand weather patterns in the United Kingdom and broad global climate
- Develop knowledge through first hand experience

The National Curriculum says:

EYFS:

- 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 and changing states of matter.

KS1:

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Locational knowledge:

- 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

Place knowledge:

- 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

Human and physical geography:

- 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:

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork:

- 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

How geography is taught:

- Visits around the local area that include: coastline, marshlands, river, woodlands, town centre, leisure centre, harbour, farm
- Use the Learning Garden to explore physical changes
- Use Google Earth
- Use YouTube to provide awe and wonder about places in the world
- Use 2D and 3D maps of our school, local areas and other places in the world
- Use classroom displays of maps to give a geographical context to children's experiences and interests

Sequence of Learning – When and how do we facilitate this learning for Geographers in our school?

It is assumed that all children will have acquired the essential knowledge stated for each year group before progressing to the next phase of learning in year groups and term by term.

Using the World Map display, plot stories from other countries, children's holidays throughout the year and key age-appropriate current affairs e.g. World Cup, Olympics, Religious Festivals (throughout the school year)

Themes	Reception Key learning	Year 1 Key learning Prior learning	Year 2 Key learning Prior learning
Locational	Identify location of rivers and trees, rainforest, arctic, desert, Mudeford (Spr 2 Around the World) To know that the world is made up of land and water and that these areas have names (country, United Kingdom, sea)	Name and locate the continents and oceans of the world (Spr 1 Destination Unknown) Locate venues of Formula One races (Spr 2 Destination Unknown)	Use maps, globes and atlases to independently locate and name the continents and oceans of the world, equator and poles (Aut 2 Pirate Island)

		<p>Use world maps, atlases and globes to identify, name and locate the United Kingdom and its countries (Aut 1 Troll)</p> <p>Know about the patron saint days of each of the four countries of the United Kingdom (Saint Andrew's Day – November, Saint David's Day – March, Saint Patricks' Day – March and Saint George's Day – April)</p>	<p>Identify characteristics of the four countries and capital cities of the United Kingdom and name and locate its surrounding seas (mountains and valleys, population size, climate) (Sum 2 Caring for our Coast)</p>
Place	<p>Know that the local area where they live is called Mudford, and it is by the sea and it has a river and woodlands (Aut 1 Me & My Community)</p> <p><u>Spr 2 Around the World:</u> Know that the desert does not have a variety or number of plants and animals and has very little rain</p> <p>Know that the rainforest does have a huge variety of animals and plants and has lots of rain</p> <p>Know that the arctic is a cold place with very few plants and have animals that can keep warm</p> <p>To know that the world is made up of land and water and that these areas have names (country, United Kingdom, sea)</p>	<p>Understand geographical similarities and differences (human, physical features, weather, population, size) between Mudford and a small area that hosts a F1 race in a contrasting non-European country (Spr 2 Destination Unknown)</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of BCP and Kingston, Jamaica use vocabulary factory, city, town, port (compare and contrast population size, tourist industry including increase in population size, vegetation, food grown, animals, climate, language, religion) (Spr 1 Food Glorious Food)</p>
Human & Physical	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (Throughout the year largely in Learning Garden)</p> <p>Identify natural features including: the local river Mude in Mudford Wood and describe that it is flowing and has a river bank;</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom (Throughout the year largely in Learning Garden)</p> <p>Identify human features including: bridge, house and village and physical feature of the harbour and observe wildlife (in preparation for Sum 1) as part of Troll visit to Mudford woods. (Aut 1 Troll)</p>	<p>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 (Aut 2 Pirate Island)</p> <p>Describe the physical geography of the Hengistbury Head area on the trip using the</p>

	<p>and a woodland (trees, plants and habitat) and in relation to the time of year of the visit (Autumn) / (Aut 1 Me & My Community – Woodland walk)</p> <p>Know some similarities and differences between the natural world around them and contrasting environments by identifying natural features in contrast (same / different - rivers and woodland in different places and of different sizes) to local environment – in the context of the desert, a rainforest, the arctic and Mudeford. Explain the difference between a Wood (visited on woodland walk) and a forest (Spr 2 Around the World)</p> <p>Explain some similarities and differences between life in this country and life in other countries - know that different animals live in different environments around the world (Sum 1 Animal Adventures)</p> <p>Explain some similarities and differences between life in this country and life in other countries - know that people live in different sorts of homes and may have gardens and that people have different things growing in them</p>	<p>Identify physical features including: harbour, marsh (vegetation), river, sea, coast around visit to Stanpit Marsh (Sum 1 Operation Planet Protectors)</p>	<p>vocabulary beach, cliff, coast, sea, English Channel, river, vegetation, harbour (Sum 2 <i>Caring for our Coast</i>)</p>
<p>Geographical skills & Fieldwork</p>	<p>Identify location of Mudeford Wood highlighting trees and rivers (use Google Earth) (Aut 1 Me & My Community)</p> <p>Know that we can see a local journey we have made on a map (route to Mudeford Wood) (Aut 1 Me & My Community)</p> <p>Identify location of rivers and trees, rainforest, arctic, desert, Mudeford (Spr 2 Around the World)</p>	<p>Track global journeys including Christopher Columbus using maps, atlases and globes (having explored on Google Earth) (Spr 1 Destination Unknown)</p> <p>Devise a simple map of the route to and around Mudeford Wood and Stanpit Marsh and construct a key with basic symbols and use locational and directional language (left, right) (Aut 1 Troll and Operation Planet Protectors)</p>	<p>Use maps, globes and atlases to independently locate and name the continents and oceans of the world, equator and poles (Aut 2 Pirate Island)</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features following the trip to Hengistbury Head using simple compass directions (North, South, East and West) and locational and directional language [for example,</p>

	<p>Describe the school grounds (from an observational walk) eg: where are we now and what we can see? Tyre park, learning garden, playground – use Google Earth (Aut 1 Me & My Community)</p>	<p>Observe wild animals in their habitat at Stanpit Marsh and compare with that of the school grounds and Mudeford Wood (note that there is a greater variety of animals in these locations due to suitability of natural / physical features in comparison to the school grounds) (Sum 1 Operation Planet Protectors)</p>	<p>near and far; left and right], to describe the location of features and routes on a map (Sum 2 Caring for our Coast)</p> <p>Devise a simple map; and use and construct basic symbols in a key (Aut 2 Pirate Island)</p> <p>Use aerial photographs, plan perspectives, simple fieldwork and observational skills to study the geography of their school and its grounds including the key human and physical features of its surrounding environment (Sum 2 Caring for our Coast)</p>
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