

GALLEY COMMON INFANT SCHOOL PROGRESSION OF SKILLS : GEOGRAPHY

Aims and Objectives

Through Geography, we aim to inspire in our children an interest and curiosity about the world and its people. Our children will develop their knowledge about the world, the United Kingdom and our locality of Galley Common. They will develop their understanding and use of basic subject-specific vocabulary relating to both human and physical geography. They will begin to use geographical and fieldwork skills to enhance their locational awareness.

Within **Foundation Stage** we aim to ensure that all children:

Understanding the world:

- Recognise some similarities and differences between life in this country and life in other countries.
- Draw information from a simple map.
- Explore the natural world around them.
- Recognise some environments that are different to the one in which they live.

ELG: Understanding the world- People, cultures and communities

- Describe their immediate environment using knowledge from observations, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and like in other countries.

ELG: understanding the world- The Natural world

- Know some similarities and differences between the natural world and the world around them and contrasting environments, drawing on their experiences and what's has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons.

The **Key Stage 1** National Curriculum for Geography aims to ensure that all children:

- Develop contextual knowledge of the location of globally significant places, including their defining physical and human characteristics.
- Develop geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork
 - interpret a range of sources of geographical information, including maps, atlases, globes and aerial photographs
 - Communicate geographical information in a variety of ways, including through maps, numerical skills and writing.

Teaching and Learning Styles

We use a variety of teaching and learning styles in our Geography focused sessions. We encourage children to ask as well as answer geographical questions. Children take part in role-play, discussions and problem solving activities and they present findings to the rest of the class.

We offer them the opportunity to use a variety of data, such as maps, graphs, pictures, and aerial photographs, and we enable them to use IT including the internet in Geography focused sessions, where this serves to enhance their learning.

We aim to provide engaging experiences linked to the different countries that are being studied, for example, through dance, music and food.

We aim to include as many opportunities as we can to involve children in practical geographical research and enquiry using our local environment.

We aim to ensure that learning opportunities are suitable for all children to access, this may include setting open-ended tasks, grouping children in different ways, providing a variety of resources and using adult support.

GEOGRAPHY

YEAR	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge	Key Vocabulary/phrases
R	<p>I can show an awareness of my immediate locality</p> <p>Find out about and identify features in the place they live and in the natural world.</p> <p>Find out about their environment and talk about those features they like and dislike. Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations.</p> <p>Draw information from a simple map</p> <p>Recognise some environments which are different to the one they live.</p>	<p>Identify seasonal patterns – focusing on plants and animals.</p> <p>Explore their local environment and talk about the changes they see.</p> <p>Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world.</p> <p>Describe their immediate environment</p> <p>Explain some similarities and differences between life in this country and other countries.</p>		<p>Observe and identify features in the place they live and the natural world-including seasons, drawing on their experiences and what they have read in class</p> <p>Find out about their environment and talk about features they like and dislike.</p> <p>Examine change over time. Pose carefully framed open-ended questions, such as “How can we...?” or “What would happen if...?”.</p>	<p>Environment, Same, Different, Similar, Then, Now, Before, After, Next, School, Galley Common, Nuneaton, Street, sign, House, Bungalow, Church, Zebra crossing, Traffic lights, Bridge, Tunnel, Roundabout, Town, Place, market, stall, Path, Road, Pond, Factory, Sea, Tree, Soil, Community, Seasons – Autumn, Winter, Spring, Summer, Forest, Farm, Shop, House, Farm, Countries, Country, Globe, Forwards, Backwards, Above, Under, local,</p>
1	<p>Can they say what they like about their locality?</p> <ul style="list-style-type: none"> •Can they sort things they like and don't like? •Can they answer some questions using different resources, such as books, the internet and atlases? •Can they think of a few relevant questions to ask about a locality? •Can they answer questions about the weather? •Can they keep a weather chart? 	<p>Can they tell someone their address?</p> <ul style="list-style-type: none"> •Can they explain the main features of a hot and cold place? •Can they describe a locality using words and pictures? •Can they explain how the weather changes with each season? •Can they name key features associated with a town or village, e.g. 'church', 	<p>Can they begin to explain why they would wear different clothes at different times of the year?</p> <ul style="list-style-type: none"> •Can they tell something about the people who live in hot and cold places? •Can they explain what they might wear if they lived in a very hot or a very cold place? 	<p>Can they identify the four countries making up the United Kingdom?</p> <ul style="list-style-type: none"> •Can they name some of the main towns and cities in the United Kingdom? •Can they point out where the equator, north pole and south pole are on a globe or atlas? 	<p>Britain, United Kingdom, England, Northern Ireland, Scotland, Wales, London, Belfast, Cardiff, Edinburgh, Capital Cities, Big Ben, River Thames, Landmarks, Tube, City, Village, Countries, Continent, Similarities, Differences, Street, Address, Physical feature, human feature, man-made, Natural, Mountains, Hills, canal, desert, river, forest, valley Rivers, Sea, Ocean, Birdseye view, Aerial, Key, Symbol, Bigger, Smaller, Like, Dislike, Photograph, Left, right, near, far, Direction, Atlas, Globe, Compare, Nuneaton, Journey, North Pole, South Pole, Rainforest, Equator, Sustainable, Rainfall, Climate, Seasons, Autumn, Winter, Spring, Summer,</p>

					Rain, Sun, Wind, Snow, Thunder.
2	<ul style="list-style-type: none"> •Can they label a diagram or photograph using some geographical words? •Can they find out about a locality by using different sources of evidence? •Can they find out about a locality by asking some relevant questions to someone else? •Can they say what they like and don't like about their locality and another locality like the seaside? 	<ul style="list-style-type: none"> •Can they describe some physical features of their own locality? •Can they explain what makes a locality special? •Can they describe some places which are not near the school? •Can they describe a place outside Europe using geographical words? •Can they describe some of the features associated with an island? •Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, and valley? 	<ul style="list-style-type: none"> •Can they describe some human features of their own locality, such as the jobs people do? •Can they explain how the jobs people do may be different in different parts of the world? •Do they think that people ever spoil the area? How? •Do they think that people try to make the area better? How? •Can they explain what facilities a town or village might need? 	<ul style="list-style-type: none"> •Can they name the continents of the world and find them in an atlas? •Can they name the world's oceans and find them in an atlas? •Can they name the major cities of England, Wales, Scotland and Ireland? •Can they find where they 	Coast, beach, shoreline, cliff, coast climate, harbour, port, pier, sea, the Arctic, North Atlantic, South Atlantic, North Pacific, South Pacific, Indian, and Southern oceans, Continents, Africa, Europe, Asia, America, and Oceania, North America, South America, Antarctica, Equator, North Pole, South Pole location, locality British Isles, North Pole, South Pole Identify, improve Oceans, Pacific, Atlantic, Arctic, Southern, Indian Compass, scale North, south, East, West, Route, fishing, flood, food, Diagram, Comparison, Coordinates, Distance, Map, Key, Compass, Contrast, Compare, Globe, Earth, Transportation, Globe, Earth, Locality, Climate, Weather, Equator.
Greater Depth	<ul style="list-style-type: none"> Can they make inferences by looking at a weather chart? •Can they make plausible predictions about what the weather may be like in different parts of the world? 	<ul style="list-style-type: none"> •Can they find the longest and shortest route using a map? •Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe? 	<ul style="list-style-type: none"> •Can they explain how the weather affects different people? 	<ul style="list-style-type: none"> •Can they locate some of the world's major rivers and mountain ranges? •Can they point out the North, South, East and West associated with maps and compass? 	