

Pickering Community Infant and Nursery School

Curriculum Coverage – Geography/Understanding the World (People, Culture and Communities)

Curriculum intent for Geography

The curriculum intent for Geography at Pickering Community Infant and Nursery School is to stimulate and inspire a curiosity within our children about the world in which we live and their place within it. As a school, we recognise the importance of our children having an individual sense of identity and belonging, by developing an understanding of their local area, and extending this to the wider world. Through the study of carefully chosen topics and case studies, we aim to develop our children’s desire and ability to ask questions and seek answers.

Cycle A		Cycle B	
	Pickering; my town your town		Pickering; street view
Autumn	<p>Pupils should be taught to: 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</p> <p>Human and Physical use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> 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 <p>Geographical skills and fieldwork</p>	Autumn	<p>Pupils should be taught to: Human and physical geography use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> 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 <p>Geographical skills and fieldwork 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</p>

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Season Watch – Autumn

Pupils should be taught to:

Human and Physical

identify seasonal and daily weather patterns in the United Kingdom

Geographical skills and fieldwork

use simple fieldwork and observational skills to study the geography of their school and its grounds

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

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<p style="text-align: center;">Spring</p>	<p style="text-align: center;">Explorers</p> <p>Pupils should be taught to: Locational knowledge name and locate the world’s seven continents and five oceans</p> <p>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 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</p>	<p style="text-align: center;">Spring</p>	<p style="text-align: center;">Season Watch – Winter</p> <p>Pupils should be taught to: Human and Physical identify seasonal and daily weather patterns in the United Kingdom</p> <p>Geographical skills and fieldwork (Minor) use simple fieldwork and observational skills to study the geography of their school and its grounds</p> <p>Animals (Linked to an area familiar to a child in the year group, e.g., previous country of residence, where possible or area of specific interest – non-European)</p>
	<p style="text-align: center;">Season Watch – Winter</p> <p>Pupils should be taught to: Human and Physical identify seasonal and daily weather patterns in the United Kingdom</p> <p>Geographical skills and fieldwork use simple fieldwork and observational skills to study the geography of their school and its grounds</p> <p style="text-align: center;">Season Watch – Spring</p> <p>Pupils should be taught to: Human and Physical</p>		<p>Pupils should be taught to: Locational knowledge name and locate the world’s seven continents and five oceans</p> <p>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</p> <p>Human and Physical 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</p>

	<p>identify seasonal and daily weather patterns in the United Kingdom</p> <p>Geographical skills and fieldwork (Minor) use simple fieldwork and observational skills to study the geography of their school and its grounds</p>		<p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • 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 <p>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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p style="text-align: center;">Season Watch – Spring</p> <p>Pupils should be taught to: Human and Physical identify seasonal and daily weather patterns in the United Kingdom</p> <p>Geographical skills and fieldwork use simple fieldwork and observational skills to study the geography of their school and its grounds</p>
<p>Summer</p>	<p style="text-align: center;">North Yorkshire Moors</p> <p>Pupils should be taught to: Human and Physical use basic geographical vocabulary to refer to:</p>	<p>Summer</p>	<p style="text-align: center;">Our wonderful Islands – The UK</p> <p>Pupils should be taught to: Locational knowledge name and locate the world’s seven continents and five oceans</p>

- 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

Season Watch - Summer

Pupils should be taught to:

Human and Physical

identify seasonal and daily weather patterns in the United Kingdom

Geographical skills and fieldwork

use simple fieldwork and observational skills to study the geography of their school and its grounds

Seaside

Pupils should be taught to:

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

name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

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

Season Watch – Summer

Pupils should be taught to:

Human and Physical

identify seasonal and daily weather patterns in the United Kingdom

Geographical skills and fieldwork

use simple fieldwork and observational skills to study the geography of their school and its grounds

	<p>small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Human and Physical use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none">• 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 <p>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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features 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</p>		
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EYFS – Understanding the World

Geography is part of the specific area of Understanding the World particularly in the 'People, Culture and Communities' and 'The Natural World' sections. Work across other areas of the framework will contribute significantly to children's development in this area. The educational programme for Understanding the World states that understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

As a school we aim to provide children with:

- opportunities to develop their understanding and awareness of a sense of belonging through discussions about and experiences focusing on them, their family and their local community.
- a breadth of experiences learning about their own locality, and people within and beyond our local community through first hand experiences and through a broad range of texts and other media such as videos.
- hands on experiences that deepen their understanding, for example, noticing and exploring sunny and shady parts of the playground and what happens when it rains and walks in the local area.
- opportunities to explore, investigate and be curious about the world around them.
- time to ask questions and be curious about other people, the communities that they belong to and the wider world around them, including the processes taking place.