



Freegrounds Infant School 'Building the future together'

Intent

At Freegrounds Infant School, we aim to develop curious, confident and caring learners who are excited to explore the world around them. Through our geography curriculum in Key Stage 1, children build knowledge of their local area and begin to understand how places are similar and different. We place a strong emphasis on developing early geographical language and enquiry skills so that children can ask questions, share ideas and make sense of the world.

Our curriculum is designed to reflect our school values by encouraging children to care for their environment, respect different communities and develop a sense of belonging. We want all pupils, including those with SEND and those who may be disadvantaged, to feel successful in geography and to see themselves as active participants in their local and wider world.

Implementation

In EYFS, Understanding the World is taught as part of continuous provision to allow exploration and understanding on basic geographical skills and knowledge. The teaching points link to the overarching theme for that half term. In KS1 the process begins with finding out what the children know and what they would like to find out within a new context. An overarching question to begin the enquiry/learning challenge is shared with the pupils and a hook that is motivating and memorable captures their attention

In Key Stage 1, Geography is taught through carefully planned, cyclical units that support our mixed-age classes. Content is structured over a two-year cycle to ensure full coverage of the National Curriculum whilst allowing pupils to revisit and deepen their understanding of key concepts over time.

Learning begins with the local environment, helping pupils to develop a secure understanding of familiar places before extending to wider contexts. Through cyclical planning, children return to key themes such as place, environment and comparison, building on prior knowledge each time.

Teaching is structured to:

explicitly teach key vocabulary and concepts

provide opportunities for talk, questioning and discussion

include practical, hands-on experiences such as fieldwork within the school grounds and local area

make meaningful links across the curriculum, particularly with literacy

We ensure all pupils can access the curriculum through:

clear modelling and scaffolding

adapted tasks and adult support where needed

opportunities for challenge through questioning and independent application

Assessment is ongoing and used to inform teaching, ensuring children build secure knowledge and skills over time. Revisited learning within the cycle enables children to remember more, make connections and deepen their understanding.

Impact

By the end of Key Stage 1, pupils at Freegrounds Infant School:

- demonstrate curiosity about the world and ask relevant geographical questions
- use simple geographical vocabulary to describe places and features
- understand similarities and differences between their local area and other places
- show respect for the environment and an awareness of how they can help care for it
- feel confident to share their ideas and talk about their learning

Pupils leave KS1 with a secure and connected understanding of key geographical concepts, developed through revisiting content over time. They demonstrate growing confidence, independence and a sense of responsibility, reflecting our school values and preparing them well for the next stage of their education.



Freegrounds Infant School: Geography Curriculum Map

A	Term 1	Term 2	Term 3
Yr 1 & 2	Where am I?	Would you prefer to live in a hot or cold place?	What is it like to live in Rio de Janeiro?
	Mapping feelings associated with places around school using sketch maps and symbols.	Comparing weather and climate in the North and South Poles, countries like Kenya and the local area by measuring and recording conditions to find similarities and differences.	Comparing features in Rio de Janeiro to those in the local area and making a simple map using data they have collected through fieldwork.
B	Term 2	Term 2	Term 3
Yr 1 & 2	What is it like here?	What is the weather like in the UK?	What can you see at the coast?
	Using maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.	Considering how we change our behaviour in response to different weather and keep a weather diary or record.	Investigating how people use the local coastline by completing a tally chart.



Freegrounds Infant School: Geography assessment points.

Key Stage 1		
DISCIPLINARY KNOWLEDGE		Geographical skills and fieldwork Can use maps & atlases to identify the UK and its countries Can name the four compass directions Can use the four compass directions to move around and describe where places are on a map Can use world maps & atlases to identify the seven continents & five oceans of the world Can create a simple map Can use and construct basic symbols in a key Can use aerial photographs & plan perspectives to recognise landmarks and basic human & physical features Can use technology (e.g. digital cameras) to record basic human and physical features
SUBSTANTIVE KNOWLEDGE		Locational Can name and locate the world's seven continents and five oceans Can name and locate the world's five oceans Can name locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place Can identify geographical similarities & differences between the human and physical features of a small area of the UK and of a small area in a contrasting non-European country Human +Physical Can identify seasonal and daily weather patterns in the UK Can discuss the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Can 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 Can use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop



Freegrounds Infant School: Geography Areas of Study (Substantive knowledge)

YEAR 1 & 2 – Cycle A	YEAR 1 & 2 – Cycle B
The school and local area have physical and human features Maps and aerial photographs represent real places Places can be located within a country, town or city Direction and distance can be shown on maps People have different views about places and can improve environments The world is divided into continents The Equator and Poles influence climate Some places are hot and some are cold The UK differs from countries such as Kenya Climate affects how people live The UK is in Europe and Brazil is in South America Places have human and physical features Rio de Janeiro is a city with distinct geographical characteristics Locations can be compared to identify similarities and differences Atlases and maps show where places are in the world	The UK stands for the United Kingdom and includes four countries Aerial photographs show places from above Maps use symbols to represent features Places contain features that can be identified and described People respond differently to places The UK experiences four seasons Weather changes daily and seasonally Climate varies across the world (e.g. hot and cold areas) Compass directions describe location The UK is surrounded by seas and oceans A coast is where land meets the sea Coasts have physical features (e.g. cliffs, beaches) Coastal areas also have human features People use coastal environments in different ways

National Curriculum in England: Geography

Purpose of Study
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.
Aims
The national curriculum for geography aims to ensure that all pupils: ♣ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes ♣ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time are competent in the geographical skills needed to: ♣ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes ♣ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) ♣ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
Attainment Targets
By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.
Key Stage 1 Subject Content
Key stage 1 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. 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 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
- Geography
- ♣ 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.

