

## Geography Progression of Skills



### OUR VISION FOR TREWIRGIE INFANTS' SCHOOL

'We care, we help, we succeed'

#### OUR MISSION:

- To inspire children to engage in learning, and be valued members of a caring, supportive, and successful school.
- For all our children to develop life- long learning skills; to be independent and creative thinkers and to be socially confident.
- To enable children to be successful through a curriculum that captures their interests, stimulates their ideas, encourages inquisitiveness and critical thinking and meets their needs.

*At Trewirgie Infants' & Nursery School, geography lessons are taught creatively to engage our children's interest. We inspire them to engage and know about where they live and their place in the wider community and the world.*

*We use our local environment and outdoor space to teach the children the imperative skills of map reading and observations to become independent geographers and learners; asking questions about the world around them.*

*Trewirgie Infants' & Nursery School is based in Redruth, a town rich in mining & fishing heritage that has shaped Cornwall as they know it today.*



<b>INTENT</b> (curriculum design, coverage and appropriateness)	<b>IMPLEMENTATION</b> (curriculum delivery, teaching and assessment)	<b>IMPACT</b> (attainment and progress)
<p>Our aim for the Geography Curriculum is to inspire children’s curiosity and interest to explore the world that we live in and its people. We intend to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments. This seeks to deepen the understanding of the Earth’s human and physical forms and processes. Geography, by nature, is an investigative subject. Through our teaching, we intend to provoke thought, questions and to encourage children to discover answers to their own questions through exploration and research to enable them to gain a greater understanding and knowledge of the world and their place in it.</p>	<p>To ensure that high quality geography is taking place throughout the whole school we implement a curriculum which is progressive from EYFS through to Year 2. Medium term plans are regularly reviewed by subject leaders and teachers to ensure that topics remain engaging and exciting to the children. Geography lessons are planned through termly topics with a focus on knowledge, understanding and skills. Geography lessons have a strong focus on vocabulary which ensures that all children are able to talk about geography using the appropriate language. The use of vocabulary is progressive from EYFS to Year 2. The subject leaders work closely alongside teachers to ensure that knowledge, understanding and skills within geography lessons are progressive through the school. High quality, up-to-date resources are used to support learning including globes, maps, photographs and atlases – as well as IT resources such as Google Earth in order to also develop children’s digital literacy.</p>	<p>Children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it. Children’s knowledge and skills will develop progressively as they move from the EYFS through to year 2, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent geographers in key stage 2.</p>

## PLACE KNOWLEDGE

*National Curriculum aim:*

*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*

EYFS – Place Knowledge	YEAR 1 – Place Knowledge	YEAR 2 – Place Knowledge
<ul style="list-style-type: none"> <li>• I know environments vary from one another.</li> <li>• I know about similarities and differences between place e.g. countryside and town and drawing on my experiences and what has been read in class.</li> </ul>	<ul style="list-style-type: none"> <li>• I can begin to understand that places can be significant for many reasons - location, buildings, landscape, community, culture or history.</li> <li>• I know that places can be compared in many ways e.g. size, amenities, transport, location or weather.</li> <li>• I can observe and describe some geographical similarities and differences between familiar places e.g. their street, school grounds, Redruth area.</li> <li>• I can recognise the difference between physical and human features.</li> <li>• I can begin to understand that geographical features can change over time.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify reasons why the places studied are significant and the people or groups who they are significant for.</li> <li>• I can understand and explain the meaning of the term ‘non-European country’.</li> <li>• I can observe and describe some geographical similarities and differences between locations studied.</li> <li>• I can explain the similarities and differences in the lives of children in the locations studied.</li> <li>• I can explain the difference between human and physical geographical features.</li> </ul>

## LOCATIONAL KNOWLEDGE

*National Curriculum aim:*

*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.*

EYFS – Locational Knowledge	YEAR 1 – Locational Knowledge	YEAR 2 – Locational Knowledge
<ul style="list-style-type: none"> <li>• I know about the features of my own immediate environment</li> <li>• I know the name of the town the school is located in.</li> <li>• I know about the features of the world and</li> </ul>	<ul style="list-style-type: none"> <li>• I can name and locate the four countries of the UK and their capital cities.</li> <li>• I can identify geographical characteristics of the four countries and capital cities of the UK.</li> <li>• I can name and locate the seas surrounding the UK.</li> </ul>	<ul style="list-style-type: none"> <li>• I can name and locate the seven continents and five oceans of the world.</li> <li>• I can describe some geographical similarities and differences between the continents of the world based on their locations.</li> <li>• I can identify and locate the North and South Poles</li> </ul>

Earth.		<p>and the Northern and Southern Hemispheres</p> <ul style="list-style-type: none"> <li>• I can identify and locate continents that have significant hot or cold areas and link to Poles/Equator</li> <li>• I can identify and locate places studied (Cornwall, Redruth) on a range of maps.</li> </ul>
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## HUMAN AND PHYSICAL GEOGRAPHY

### *National Curriculum aim:*

*All pupils 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*

<b>EYFS – Human and Physical</b>	<b>Year 1 – Human and Physical</b>	<b>Year 2 – Human and Physical</b>
<ul style="list-style-type: none"> <li>• I know that some things in the world are man-made, and some things are natural.</li> <li>• I know about the signs of autumn / winter / spring / summer and the associated weather.</li> <li>• I can identify the differences and similarities between the seasons e.g. in the summer it gets hot and sunny; that I need to find the shady areas when outside and wear appropriate clothing, and in the winter, it is cold and may snow.</li> </ul>	<ul style="list-style-type: none"> <li>• I can begin to understand the differences between human (e.g. city, town, village, shop) and physical (e.g. hill, sea, river, weather) geographical features.</li> <li>• I can identify key human and physical features of familiar places including the school, its grounds and the surrounding environment</li> <li>• I can begin to express opinions on the features of the immediate local environment</li> <li>• I can use some basic geographical vocabulary (see NC and vocabulary section of this grid) to identify key human and physical features of places studied</li> <li>• I can identify seasonal and daily weather patterns in the UK and explain how the weather changes with each season</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain the main differences between human and physical geographical features.</li> <li>• I can understand and use a range of basic geographical vocabulary (see NC and vocabulary section of this grid) to identify key human and physical features of the places studied</li> <li>• I can make simple comparisons between the key human and physical features of places studied (e.g. Redruth and Mugeramo)</li> <li>• I can express a range of opinions on the features of Redruth and suggest improvements that could be made.</li> <li>• I can discuss where in the world is hot and cold in relation to the Northern and Southern Hemispheres, Equator, Arctic and Antarctic Circles and North and South Poles.</li> </ul>

## GEOGRAPHICAL SKILLS AND FIELDWORK

*National Curriculum aim:*

*All pupils 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*

### Graphicacy skills:

- I know how to use and draw information from a simple map
- I know how to make simple maps of imaginary communities using a variety of construction resources.
- I know that simple symbols are used to identify features on a map.
- **Fieldwork enquiry and practical skills:**
- Make basic observations of familiar environments, including identifying some similarities and differences between places.
- Use everyday language to talk about distance and relative positions (behind, next to) in the local environment.
- **Academic skills:**
- Begin to ask and answer simple questions about what has been observed.

### Graphicacy skills:

- Use a globe and world map and locate continents and oceans and a UK map to identify countries, capitals and surrounding seas.
- Begin to follow routes on prepared maps
- Use basic symbols in a key
- Draw own maps and plans by drawing around shapes/using own symbols
- Use tallies and simple tables (*from Maths NC*)
- Begin to use aerial/satellite photos and plan perspectives to recognise familiar features
- **Fieldwork enquiry and practical skills**
- Engage in simple, teacher-led fieldwork enquiries
- Begin to use first-hand observation, including using the senses, to identify features/patterns including similarities and differences.
- Begin to use simple locational (e.g. near/far) and compass directions/directional language (e.g. NSEW) to describe features and routes.
- Understand what a compass is and begin to use one for simple navigation.
- **Academic skills:**
- Ask and answer simple questions when prompted about what has been observed.

### Graphicacy skills:

- Use world maps, globes and atlases to identify locations studied
- Devise a simple map of a place in the local area
- Use and construct basic symbols in a key
- Begin to recognise and identify basic OS symbols
- Use simple grid references (e.g. A1, D7) to locate squares on a map
- Zoom in/out and begin to highlight/annotate digital maps
- Use pictograms, tally charts, and simple tables (from Maths NC)
- Use aerial/satellite photos and plan perspectives to locate and identify local landmarks and features
- **Fieldwork enquiry and practical skills**
  - Engage in teacher-led/guided enquiries
  - Use first-hand observation to comment on features/patterns/
  - similarities and begin to measure using standard units
  - Use a compass (four compass points) to follow and describe routes
  - Use simple locational and directional

- Understand that we can find out about the world from a range of sources (link to History NC)
- Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams.

language and compass directions to describe features and routes (e.g. left/right from own perspective, NSEW).

**Academic skills:**

- Confidently ask and answer questions about what has been observed
- Start to make selections from or within sources of information.
- Identify ways in which Geography is presented and represented (e.g. fiction, images, maps)
- Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams and digital presentations.

	EYFS	YEAR 1	YEAR 2
Autumn	<ul style="list-style-type: none"> <li>• I know about the features of my own immediate environment</li> <li>• I know the name of the town the school is located in.</li> <li>• Make basic observations of familiar environments, including identifying some similarities and differences between places.</li> <li>• I know how to use and draw information from a simple map</li> <li>• I know how to make simple maps of imaginary communities using a variety of construction resources.</li> <li>• I know that simple symbols are used to identify features on a map.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify key human and physical features of familiar places including the school, its grounds and the surrounding environment</li> <li>• I can begin to express opinions on the features of the immediate local environment</li> <li>• I can recognise the difference between physical and human features.</li> <li>• I can observe and describe some geographical similarities and differences between familiar places e.g. their street, school grounds, Redruth area.</li> <li>• I know that places can be compared in many ways e.g. size, amenities, transport, location or weather</li> <li>• Begin to use aerial/satellite photos and plan perspectives to recognise familiar features</li> <li>• Begin to follow routes on prepared maps</li> <li>• Ask and answer simple questions when prompted about what has been observed.</li> <li>• Use basic symbols in a key</li> <li>• Draw own maps and plans by drawing around shapes/using own symbols</li> <li>• Use tallies and simple tables (<i>from Maths NC</i>)</li> <li>• Begin to use simple locational (e.g. near/far) and compass directions/directional language (e.g. NSEW) to describe features and routes.</li> </ul>	

Spring	<ul style="list-style-type: none"> <li>I know about the features of the world and Earth.</li> <li>I know environments vary from one another.</li> <li>I know about similarities and differences between place e.g. countryside and town and drawing on my experiences and what has been read in class.</li> <li>I know how to use and draw information from a simple map</li> <li>I know how to make simple maps of imaginary communities using a variety of construction resources.</li> <li>I know that simple symbols are used to identify features on a map.</li> <li>Use everyday language to talk about distance and relative positions (behind, next to) in the local environment.</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to understand the differences between human (e.g. city, town, village, shop) and physical (e.g. hill, sea, river, weather) geographical features.</li> <li>I can identify key human and physical features of familiar places including the school, its grounds and the surrounding environment</li> <li>I can begin to express opinions on the features of the immediate local environment</li> <li>I know that places can be compared in many ways e.g. size, amenities, transport, location or weather.</li> <li>I can observe and describe some geographical similarities and differences between familiar places e.g. their street, school grounds, Redruth area.</li> <li>I can recognise the difference between physical and human features.</li> <li>I can begin to understand that geographical features can change over time.</li> <li>Engage in simple, teacher-led fieldwork enquiries</li> <li>Begin to use first-hand observation, including using the senses, to identify features/patterns including similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>I can name and locate the seven continents and five oceans of the world.</li> <li>I can identify and locate the North and South Poles and the Northern and Southern Hemispheres. I can identify and locate continents that have significant hot or cold areas and link to Poles/Equator.</li> <li>I can describe some geographical similarities and differences between the continents of the world based on their locations.</li> <li>I can explain the main differences between human and physical geographical features.</li> <li>I can recognise physical &amp; human features in my local area.</li> <li>I can express a range of opinions on the features of Redruth and suggest improvements that could be made.</li> <li>Use aerial/satellite photos and plan perspectives to locate and identify local landmarks and features</li> <li>Zoom in/out and begin to highlight/annotate digital maps</li> <li>Fieldtrip to Carn Brea Confidently ask and answer questions about what has been observed</li> <li>Use first-hand observation to comment on features /patterns/</li> <li>Use simple grid references (e.g. A1, D7) to locate squares on a map</li> <li>Begin to recognise and identify basic OS symbols</li> <li>Use pictograms, tally charts, and simple tables (<i>from Maths NC</i>)</li> </ul>	
Summer	<ul style="list-style-type: none"> <li>I know that some things in the world are man-made, and some things are natural.</li> </ul>	<ul style="list-style-type: none"> <li>I can name and locate the four countries of the UK and their capital cities.</li> <li>I can identify geographical characteristics of the four countries and capital cities of the UK.</li> <li>I can name the surrounding seas of the United Kingdom</li> <li>Use a globe and world map and locate continents and oceans and a UK map to identify countries, capitals and surrounding seas.</li> <li>Understand that we can find out about the world from a range of sources (link to History NC)</li> </ul>	<ul style="list-style-type: none"> <li>I can understand and explain the meaning of the term 'non-European country'.</li> <li>I can observe and describe some geographical similarities and differences between locations studied.</li> <li>I can explain the similarities and differences in the lives of children in the locations studied.</li> <li>I can make simple comparisons between the key human and physical features of places studied (e.g. Redruth and Mugurameno)</li> </ul>	
Key	Place Knowledge	Locational Knowledge	Human/Physical Features	Geographical Skills



EYFS – Autumn Term	YEAR 1- Autumn Term	YEAR 2- Autumn Term
<p><b>Nursery-</b> Looking at homes. Children to share photos of the front of their house.</p> <p>Look at the kitchen in the home corner. How is this the same / different to their kitchen at home?</p> <p>Locating areas inside and outside the nursery e.g. sand area, construction area etc</p> <p>Photos of the local area in the construction area and in the book area</p> <p><b>Where do I live?</b></p> <p><b>I know about the features of my own immediate environment</b></p> <p>Make basic observations of familiar environments, including identifying some similarities and differences between places.</p> <p><b>Intent:</b> Children begin to identify and describe the features of familiar places. They begin to develop a sense of ‘place’, beginning with their home.</p> <p><b>Implementation:</b> Share photos of their home and a variety of different types of home. Children to discuss the type of home they live in. How are they similar and how are they different? Link to book and the setting of characters.</p> <p><b>Future learning:</b> Provides the foundations for understanding the concept of ‘place’ which will be built on in Years 1 and 2.</p> <p><b>Where is Trewirgie Infant school?</b></p> <p><b>I know the name of the village and city the</b></p>	<p><b>Lesson 1: What does my classroom look like from an aerial perspective?</b></p> <p><b>To know that an aerial view means to look at something from above.</b></p> <p><b>Begin to use aerial/satellite photos and plan perspectives to recognise familiar features</b></p> <p>Ask and answer simple questions when prompted about what has been observed.</p> <p><b>Builds on: EYFS</b> – Children can describe some of the features of familiar places including home and school. Children know what a map is and have begun to use them to identify and locate geographical features.</p> <p><b>Intent:</b> Children to develop an understanding that the word aerial means from above and that sometimes objects look different from an aerial view.</p> <p><b>Implementation:</b> Look at images of objects from an aerial perspective and discuss how they may be hard to recognise as the view is different to how we usually see things.</p> <p>Select some small objects and place on the floor next to your chair. What can you see? How does it look different?</p> <p>Record what you see</p> <p>Look at an aerial view of the school (Google Maps- satellite view) and identify key places/buildings etc. Discuss why aerial views are useful and who might use them (police helicopters, search and rescue, pilots etc.)</p> <p>Explain how maps are a simple representation of an aerial view; they help us to understand where things are located</p> <p><b>Future learning:</b> Y1: aerial view of the school and Redruth</p>	

school is located in.

**Intent:** Children continue to identify and describe the features of familiar places. They develop a sense of 'place' within their school and community.

**Implementation:** Share photos of favourite places near home, in Redruth, in Cornwall. Look at All About Me books. Where have the children visited?

**Future learning:** Provides the foundations for understanding the concept of 'place' which will be built on in Years 1 and 2.

#### Using maps/Making maps

I know how to use and draw information from a simple map

I know how to make simple maps of imaginary communities using a variety of construction resources.

I know that simple symbols are used to identify features on a map.

**Intent:** Developing locational awareness using simple/own maps of school as well as familiar journeys that may take place.

**Implementation:** Children to create messy maps of their journey around the school environment. What do they pass on the way? Children to choose equipment or objects to make their map from a variety of resources.

**Future learning:** Provides foundations for all future learning linked to locational awareness

#### Lesson 2: Where am I in my classroom?

##### To describe my location in the classroom

Begin to use aerial/satellite photos and plan perspectives to recognise familiar features

Ask and answer simple questions when prompted about what has been observed.

Begin to use simple locational (e.g. near/far)

I can begin to understand that places can be significant for many reasons - location, buildings, landscape, community, culture or history.

**Intent:** To have an understanding of their location in their classroom in relation to objects, people and other areas / rooms.

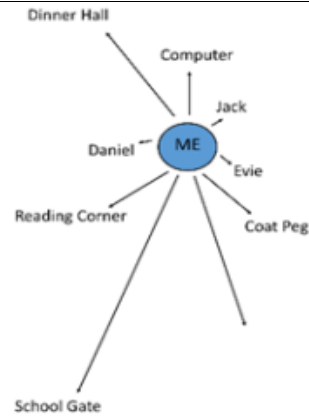
**Implementation:** Show children a simple map of the classroom. Introduce the vocabulary that we need to describe the location of things. For example, the computer is next to the reading corner.

Model drawing signpost map- children to think about the things that are closest to them, things that are nearby and finally things far away.

Ask children to describe their signpost map using the vocabulary they are focussing on. For example, 'The reading corner is nearer than the dinner hall.'

Extend children by asking them to draw a signpost with their home as the centre point.

in Years 1 and 2.



**Future learning:** Y1- Location of Redruth

Y2- Location of UK

### **Lesson 3: What does my class room loom like?**

#### **To draw a map of the classroom**

Begin to use aerial/satellite photos and plan perspectives to recognise familiar features

**Intent:** Children to develop an understanding of what their environment looks like from an aerial view and to understand that this is what maps are based on.

**Implementation:** Draw a map of the classroom- children can be given pre-cut objects to place on their map if they need extra support. Children can agree on symbols for different objects e.g. tables and chairs in their classrooms.

Encourage children to begin by placing their own table on a map as a starting point and then they can work at adding extra symbols or objects. Ask children to show each other their maps looking to see if they have created similar maps, or if the maps look different. If the maps the children have made look very different it may be possible to pick up on some errors or misconceptions. Invite children to walk around the classroom to check their map, making changes if necessary.

As an extension task children could draw a map of their 'dream

classroom' or perhaps a map showing a fairy tale place.

**Future learning:** Map skills in year 1 and 2.

#### **Lesson 4: What can we see around our school?**

Begin to use simple locational (e.g. near/far) and compass directions/directional language (e.g. NSEW) to describe features and routes.

I can observe and describe some geographical similarities and differences between familiar places e.g. their street, school grounds, Redruth area

**Intent:** Children to use a compass and navigate around the classroom.

**Implementation:** Show children a compass and explain that people use these to navigate. Explain navigate. Using compass points- explore the classroom walking to the north, south, east and west.

Children to have a compass challenge- to draw objects onto a page following instructions. For example- give children a page with a house in the middle. Ask them to draw a tree to the north of the house, a lake to the south etc.

Children to use floor robots to explore direction. Children can design maps or pathways for their roamers, exploring left and right turns. Children to give each other directions to get from one place to another, blindfolded.

**Future learning:** Y2 – Children to use their understanding of compass directions to describe where continents are in respect of each other on a world map.

#### **Lesson 5: What do we know about our school?**

Begin to follow routes on prepared maps

Use basic symbols in a key

Draw own maps and plans by drawing around shapes/using own symbols

Begin to use simple locational (e.g. near/far) and compass directions/directional language (e.g. NSEW) to describe features and

routes.

**Builds on:** EYFS and Y1 Lesson 1 – Children have developed an understanding of the geographical features of their immediate environment.

**Intent:** Children learn to follow a route on a prepared map of the school grounds and use their own symbols in simple keys.

**Implementation:** Look at aerial photos of the school to identify familiar features. What would this look like on a map? Children to look at a map of the school grounds and follow a set route. Children to add their own symbols in a simple key. Can they follow the route using compass directions?

**Future learning:**

Y1- To locate Redruth on a map

The UK and its four countries

Y2 – The seven continents and oceans

### **Lesson 6: What does our school look like? Do we have more physical or human features?**

**I can identify key human and physical features of familiar places including the school, its grounds and the surrounding environment**

**Builds on:** EYFS – Children can identify some of the human and physical features of familiar places using basic vocabulary.

**Intent:** Children to develop their understanding of the human and physical features of the school, its grounds. They begin to express their opinions on these features and can use basic geographical vocabulary to describe them.

**Implementation:** Intro human and physical features. Explore grounds taking photographs for children to use in class to identify human and physical features.

Children to record their findings and sort human and physical features into groups. Also record findings as a class using a bar chart / tally

chart. Are there more human or physical features around our school?

**Future learning:** Y2 – Describing the human and physical geographical features of Redruth and Cornwall.

EYFS –Spring Term	Year 1 – Spring Term	Year 2 – Spring Term
<p><b>Nursery-</b> Observations of local landmarks from the nursery fence.</p> <ul style="list-style-type: none"> <li>-viaduct</li> <li>-clock tower</li> <li>-train</li> <li>-reception playground</li> </ul> <p>Use of photos as prompts – What do you see?</p> <p>Photos of local landmarks available in the provision</p> <p>Create simple maps with adults in play eg. X marks the spot</p> <p><b>Where do I live? Where is Trewirgie Infant school? (Field work to Wheal Uny)</b></p> <p>I know about the features of the world and Earth.</p> <p>I know environments vary from one another. I know about similarities and differences between place e.g. countryside and town and drawing on my experiences and what has been read in class.</p> <p><b>Intent:</b> Begin to understand the concept of a location using school and home as familiar examples. Where is our school? Begin to identify familiar geographical features within their immediate environment and how they may vary.</p> <p><b>Implementation:</b> Use Google Earth, local maps, photos, focus in on Redruth and our school. What do you see? What do you notice? What are the different features? How is Redruth town different from Wheal Uny.</p> <p><b>Future learning:</b> Provides the foundations for all future learning on the concept of location.</p> <p><b>Using maps/Making maps</b></p> <p>I know how to use and draw information from a simple map</p> <p>I know how to make simple maps of</p>	<p>(Fieldwork visit to Redruth Town, developing observational skills and learning how to present geographical findings in a range of ways.)</p> <p><b>Lesson 1: Where do I live? Where is my school? Plan visit to Redruth town</b></p> <p>Engage in simple, teacher-led fieldwork enquiries</p> <p>Begin to use first-hand observation, including using the senses, to identify features/patterns including similarities and differences.</p> <p><b>Builds on:</b> EYFS – Beginning to identify locality and concept of location. Begin to identify familiar geographical features within their immediate environment and how they may vary. Children begin to develop an understanding of some of the physical and human features of Redruth and can understand the differences between physical and human features.</p> <p><b>Implementation:</b> Using a map of the UK children to locate Redruth. What do they see? What do they notice? What would the children like to see when they visit their town? Encourage children to think like Geographers and come up with some questions they would like to answer. Explain that they are going to be looking at their town in a different way and are going to be observers. Children to discuss how they get to their town, what they do there and what they already know about Redruth. Record discussions.</p> <p><b>Visit Redruth Town- Children to carry out observational work and take photos</b></p> <p><b>Future learning:</b> Y2 – Identifying locations within Cornwall.</p> <p><b>Lesson 2: What do we notice about our local area? What do the seagulls of Redruth see?</b></p> <p>I can identify key human and physical features of familiar places including the school, its grounds and the surrounding environment</p> <p>I can begin to express opinions on the features of the immediate local environment</p> <p>Begin to use aerial/satellite photos and plan perspectives to recognise familiar features</p>	<p><b>Lesson 1: How can we use maps to find out about our world?</b></p> <p>I can name and locate the seven continents and five oceans of the world.</p> <p><b>Builds on:</b> Y1 – Children have been introduced to the world map and have located the UK and its four countries.</p> <p><b>Intent:</b> Children name and locate the world’s seven continents, five oceans, and Northern and Southern Hemispheres on a globe and on a world map.</p> <p><b>Implementation:</b> Looking at atlas and globe, learn the oceans and continents song to support understanding. Children create own globes labelling the continents and oceans.</p> <p><b>Future learning:</b> Y2 Lesson 4 – Comparing the location of Redruth to the location of <b>Mugurameno?</b></p> <p><b>Lesson 2a: What is it like to live in hot and cold places? Is Cornwall a Hot or Cold place?</b></p> <p>I can identify and locate the North and South Poles and the Northern and Southern Hemispheres. I can identify and locate continents that have significant hot or cold areas and link to Poles/Equator</p> <p><b>Builds on:</b> EYFS – identifying the location of cold places on a world map and Y1 Lesson 3 – locating the world’s continents and oceans.</p> <p><b>Intent:</b> Children locate hot and cold areas within continents using globes and maps. They can also identify the locations of the North and South Poles and the Equator, Arctic Circle and Antarctic Circle as lines of latitude.</p> <p><b>Implementation:</b> Use clip as a fun interactive learning aid <a href="https://www.youtube.com/watch?v=Wg-pFtvsvmo">https://www.youtube.com/watch?v=Wg-pFtvsvmo</a>. Children create an Earth picture or comic strip that enables them to label the locations of the North (Head) and South (bottom) Poles and the Equator (Earths belt), Arctic Circle(hat on head) and Antarctic Circle (patch on bottom) as lines of latitude.</p> <p><b>Future learning:</b> KS2 – Identifying the location of countries within the continent of Europe</p> <p><b>Lesson 2b: What is a human and a physical feature?</b></p> <p>I can explain the main differences between human and physical geographical features.</p> <p>I can describe some geographical similarities and differences</p>

imaginary communities using a variety of construction resources.

I know that simple symbols are used to identify features on a map.

Use everyday language to talk about distance and relative positions (behind, next to) in the local environment.

**Intent:** Developing locational awareness using simple/own maps of school as well as familiar journeys that may take place.

Children are introduced to simple positional vocabulary and begin to relate these to maps.

**Implementation:** Children to create messy maps of their journey to school or location on a trip. What do they pass on the way?

Children to choose equipment or objects to make their map from a variety of resources. Can they describe how they got to school? Introduce vocab.

**Future learning:** Provides foundations for all future learning linked to locational awareness in Years 1 and 2.

Y1 – Using locational and directional vocabulary to describe routes and features.

**Builds on:** EYFS – Beginning to identify locality and examples of physical and human features from their immediate environment.

**Intent:** Children understand and can identify the location of the school and their home. Children begin to develop an understanding of some of the physical and human features of Redruth and can understand the differences between physical and human features.

**Implementation:** Revisit using a map of the UK to locate Redruth. Recall visit to Redruth town. Share photos taken by the children. What can they remember? Were there any green spaces and what were they used for? What types of buildings were there? What were they used for?

Children to identify human and physical features of their area. Can they sort them into groups?

Discuss the location of shops / houses / pedestrian footpaths / train station etc

**Future learning:** Y2 – Identifying locations within Cornwall.

KS2 – Developing an understanding of the human and physical geography of the UK.

**Lesson 3: Can I compare Redruth with a contrasting place in the UK (Bodmin Moor)? Can we talk about people and places within our local environment?**

I know that places can be compared in many ways e.g. size, amenities, transport, location or weather

Begin to use aerial/satellite photos and plan perspectives to recognise familiar features

**Builds on:** EYFS and Y1 – Children have begun to recognise features of places beyond their immediate environment.

**Intent:** Children to describe Redruth and its amenities and compare features to a contrasting place in the countryside (Bodmin Moor).

**Implementation:** Children to make a messy map of Redruth and Bodmin Moor from aerial photos. What can they see? What do they notice? Are there any differences? Are there any similarities? What are the spaces used for?

Children to record findings on a compare and contrast picture sheet.

**Future learning:** Y2: How does living in Mugerameno compare to living in Cornwall?

**Lesson 4: Can I sort features of our town compared to features of Bodmin Moor?**

between the continents of the world based on their locations.

**Builds on:** EYFS – Children understand some of the physical geographical features of the world's cold places.

**Intent:** Children identify the key human and physical features of a range of hot and cold places around the world and some of the similarities and differences between these places.

**Implementation:** Looking at map of the world to identify hot and cold climates, showing images of different countries- children create a compare and contrast of those countries using key vocabulary.

**Future learning:** Y2 – Identifying the human and physical features of a contrasting area in a non-European country.

KS2 – Identifying some of the key human and physical features in the UK and Europe.

– Understanding the concept of 'climate' and its effect on the human and physical geography of the world.

**Lesson 3. Why do we use a compass?**

Use simple locational and directional language and compass directions to describe features and routes (e.g. left/right from own perspective, NSEW).

**Builds on:** Y1 -Begin to use simple locational (e.g. near/far) and compass directions/directional language (e.g. NSEW) to describe features and routes.

**Intent:** To consolidate understanding of compass points from Year 1 and teaching children to use a compass. Children to use their understanding of compass directions to describe where continents are in respect of each other on a world map.

**Implementation:**

Children learn the 4 main compass points, play interact game and watch learning clip, looking at a world map and using the compass directions, children describe which continent is North and South America etc. Children to use the real compasses to find north and then give each other directions to find somethings.

**Future learning:** KS2- 8 point compass directions.

**Lesson 4: Where in the World am I?**

I can identify and locate places studied (Cornwall, Redruth) on a range of maps.

Use aerial/satellite photos and plan perspectives to locate and identify local landmarks and features

Zoom in/out and begin to highlight/annotate digital maps



**What is different and why? Would I rather live in Redruth or Bodmin Moor?**

I know that places can be compared in many ways e.g. size, amenities, transport, location or weather

**Builds on:** EYFS and Y1 – Children have begun to recognise features of places beyond their immediate environment.

**Intent:** Children describe Redruth and its features compared to Bodmin Moor (countryside)

**Implementation:**

Children to revisit an aerial view map of Redruth and Bodmin Moor. Can they recall the differences / similarities? Look at a range of photos from Redruth and Bodmin Moor. Can they sort them into the correct group using a venn diagram?  
How do we know this is the countryside / town?

**Future learning:** Y2: How does living in Mugurameno compare to living in Cornwall?

**Builds on:** Y1 – Children Begin to use aerial/satellite photos and plan perspectives to recognise familiar features

**Intent:** Children can identify the location of Redruth on a range of maps and begin to compare it with the location of other familiar places linked to its physical and human features.

**Implementation:** Use a range of maps and learnt knowledge of continents and countries to locate their place in the world. Using an atlas, then Google Earth to look at satellite & aerial views of the world, UK, Cornwall, Redruth and school. Demonstrate how to use the layers on Google earth to change the view and terrain to compare features and identify landmarks.

**Future learning:** Y2 - Human and physical features in my area

**Lesson 5: What are the human & physical features of our local area?**

Fieldtrip to Carn Brea - Confidently ask and answer questions about what has been observed

Use first-hand observation to comment on features /patterns/  
I can recognise physical & human features in my local area

**Builds on:** EYFS and Y1 – Children are now familiar with a range of places in their school grounds and surrounding streets and can identify some of their geographical features.

**Intent:** Children develop a secure understanding of the difference between human and physical features and continue to develop their personal sense of 'place' by investigating the key human and physical features of Redruth and Cornwall.

**Implementation:** Teachers need to show examples of human and physical features so children are clear on the differences, children can draw examples of their own to show understanding. Walk children to Carn Brea and discuss the physical and human features of our local area and link to mining and how this has impacted our landscape.

**Future learning:** History – Developing an understanding of Redruth as a significant Mining town in the local region.

**Lesson 6 .Is Cornwall a giant treasure map?**

Use simple grid references (e.g. A1, D7) to locate squares on a map

**Builds on:** Year 1-Begin to follow routes on prepared maps

**Intent:** Children can read simple grid references to locate

places or features on a map of Cornwall.

**Implementation:** Introduce new vocab like grid, reference, horizontal, vertical and teach them to go along the corridor and up the stairs to read a grid coordinate. Model using prepared map of Cornwall, ask them to find things on the map. Which grid is Redruth in? What can you see in C,3?

**Future learning:** KS2 being able to read grids on OS maps

### **Lesson 7: How can I navigate Redruth using a map?**

[Begin to recognise and identify basic OS symbols](#)

**Builds on:** Year 2- Use basic symbols in a key

**Intent:** Children recognise and identify basic OS symbols on a map of Cornwall/Redruth.

**Implementation:** Children should have access to lots of different maps to investigate and explore their different uses and what the symbols mean. Children match the symbol to its meaning and then find it on a local OS map.

**Future learning:** KS2 – developing their mapping skills to include the use of four-figure grid references

### **Lesson 8 : What does our local area look like?**

[Devise a simple map of a place in the local area-Redruth](#)

[Use and construct basic symbols in a key](#)

**Builds on:** EYFS and Y1 – Children can make observations in familiar locations and attempt to draw and follow routes on maps.

**Intent:** Children to draw a simple map of a place in our local area with symbols and keys.

**Implementation:** Children use google earth to zoom onto the school and create aerial view maps of what the school grounds look like from above. Go on a town tour and focus on Victoria gardens, because most children go there from our school. Model how to draw a map of the garden on wb, children use masking tape and create a map on their tables of the park. Now find Redruth and our school, children to draw a plan view of the area.

**Future learning:** KS2 – developing their mapping skills to

include the use of four-figure grid references and an understanding of eight compass points.

**Lesson 9: What does our town look like? How can it be improved?**

can express a range of opinions on the features of Redruth and suggest improvements that could be made

Use pictograms, tally charts, and simple tables (*from Maths NC*)

**Builds on:** EYFS and Y1 – Children can use basic vocabulary to identify physical and human features within their immediate environment.

**Intent:** Children can identify and express their opinions on some of the physical and human features of Redruth and suggest possible improvements that could be made to the local area. They secure their understanding of the differences between human and physical features.

**Implementation:** Link this lesson closely to the town tour lesson so children can remember the features of our town and where they went. Children to discuss what they want/feel would improve our town for children and what they already like. Create tallies, bar charts to show. Write a letter to the council to share their ideas and create a video to send to the mayor with children saying their ideas-a child's voice.

**Future learning:**

**KS2** - Identifying the physical and human geography of Cornwall and the Southwest region, including how elements of these have changed over time.

EYFS – Summer Term	YEAR 1 -Summer Term	YEAR 2 – Summer Term
<p><b>Nursery</b> – Trip to Victoria Park- discuss route, what did the children see and notice? Scavenger hunt to locate landmarks.</p> <p><b>Using maps/Making maps</b></p> <p>I know how to use and draw information from a simple map</p> <p>I know how to make simple maps of imaginary communities using a variety of construction resources.</p> <p>I know that simple symbols are used to identify features on a map.</p> <p>Use everyday language to talk about distance and relative positions (behind, next to) in the local environment.</p> <p><b>Intent:</b> To revisit locational awareness using simple/own maps of familiar journeys that may take place. Children revisit simple positional vocabulary and continue to relate these to maps.</p> <p><b>Implementation:</b> Children to create messy maps of their trip experience. What do they pass on the way? Children to choose equipment or objects to make their map from a variety of resources. Can they describe their journey? Discuss vocab.</p> <p><b>Future learning:</b> Provides foundations for all future learning linked to locational awareness in Years 1 and 2.</p> <p>Y1 – Using locational and directional vocabulary to describe routes and features.</p> <p><b>What is our environment like?</b></p> <p>I know that some things in the world are man-made, and some things are natural.</p> <p><b>Intent:</b> Children begin to explore the human and physical features of their immediate</p>	<p>Summer 1</p> <p><b>Lesson 1: How can we use a map to find out about the UK?</b></p> <p>I can name and locate the four countries of the UK and their capital cities.</p> <p>Use a globe and world map and locate continents and oceans and a UK map to identify countries, capitals and surrounding seas.</p> <p>Understand that we can find out about the world from a range of sources (link to History NC)</p> <p><b>Builds on:</b> EYFS – Children have talked about and begun to identify a range of locations in the local area</p> <p><b>Intent:</b> Children to identify the four countries that make up the UK</p> <p><b>Implementation:</b> Children to look at UK maps and use them to locate the countries and capital cities of the UK. They use a range of other sources to find out more about the locations studied. Children create own map (with different coloured playdough/plasticine), labelling the countries.</p> <p><b>Future learning:</b> Y2-: How can we use maps to find out about our world?</p> <p><b>Lesson 2: Can I talk about the main features of each of the four countries that make up the United Kingdom?</b></p> <p>I can identify geographical characteristics of the four countries and capital cities of the UK.</p> <p><b>Builds on:</b> EYFS – Children have talked about and begun to identify a range of locations in the local area</p> <p><b>Intent:</b> Children use a range of resources including maps, pictures, google earth to find out more about the locations studied.</p> <p><b>Implementation:</b> Children research and discover facts about the four countries and their capitals.</p> <p><b>Future learning:</b> Y2- : How can we use maps to find out about our world?</p> <p>KS2 – Identifying and developing awareness of a range of locations within each country of the UK.</p> <p><b>Lesson 3: Can I use geographical vocabulary such as beach, coast,</b></p>	<p><b>Lesson 1. How does living in Africa compare to living in Cornwall?</b></p> <p>I can understand and explain the meaning of the term 'non-European country'.</p> <p><b>Builds on:</b></p> <p>Y1 – Children are familiar with the location of the seven continents, including Africa.</p> <p>Y2– Children understand the location of Redruth within the local area within the Cornwall, and UK.</p> <p><b>Intent:</b> Children identify the location of Zambia on a map of Africa and Mugurameno on maps of Africa. They can compare these locations with the location of Redruth in Cornwall in the UK.</p> <p><b>Implementation:</b> See Odizzi planning</p> <p><b>Future learning:</b></p> <p>KS2 - Comparing locations of a range of contrasting places outside the UK with our home location.</p> <p><b>Lesson 2. How does living in Mugurameno compare to living in Cornwall?</b></p> <p><b>Builds on:</b> EYFS and year 1 – developing an understanding of how environments vary from one another.</p> <p><b>Intent:</b> Y2 Lessons 1 and 2 – Children can describe the key human and physical features of and have compared a range of hot and cold places and their features. 'place' by investigating and describing the features of a small area within a contrasting non-European country (Mugurameno in Zambia) and identify similarities and differences between Mugurameno and Redruth.</p> <p><b>Implementation:</b></p> <p>See ODIZZI scheme of work for this unit.</p> <p><b>Future learning:</b> KS2 – Developing an understanding of 'place' by studying a range of contrasting places outside the UK and comparing with our home location.</p> <p><b>Lesson 3: How does living in Mugurameno compare to living in Redruth?</b></p> <p>I can observe and describe some geographical similarities and differences between locations studied.</p> <p>I can make simple comparisons between the key human and physical features of places studied (e.g. Redruth and Mugurameno).</p> <p><b>Builds on:</b> Y – Children understand some of the physical</p>

environment and begin to use basic vocabulary to identify these.

**Implementation:** Link to looking after our environment. How can we look after our school environment? How do we impact on how it looks?

**Future learning:** Provides the foundations for developing an understanding of human and physical geographical features in KS1.

**forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features of places studied?**

**Builds on:** EYFS – Children have begun to recognise that physical features in some places in the world are different from those in their own environment.

**Intent:** Children continue to develop an understanding of physical features in the wider world and use basic vocabulary (e.g. country, sea) to identify these.

**Implementation:**

Building on last lesson and the features we spotted children to identify physical and human features of the four countries.

**Future learning:** Y2 Lesson 2 – Identifying some of the physical and human geographical features of hot and cold places around the world. Y2 – Comparing the key human and physical features of Mugurameno and Redruth.

**Lesson 4: How can we use a map to locate the surrounding seas of the UK?**

**I can name the surrounding seas of the United Kingdom**

**Builds on:** EYFS – Children have talked about and begun to identify a range of locations in the local area

**Intent:** Children revisit UK maps and use them to retrieve the countries and capital cities of the UK. Children to identify the surrounding seas.

**Implementation:**

Introduce names of surrounding seas.

Zoom in from space for the children to locate the UK using Google Earth.

Use printed maps of the UK for children to locate and label the names of the seas. Children to move around the seas using the direction given by teacher (N/S/E/W)

**Future learning:** Y2- : How can we use maps to find out about our world?

KS2 – Identifying and developing awareness of a range of locations within each country of the UK.

geographical features found in continents around the world, including Africa.

Y2– Children can describe the key human and physical features of Redruth and have compared a range of hot and cold places and their features.

**Intent:** Children identify the key human and physical features of Mugurameno in Zambia and make comparisons with the features found in their local area (Redruth). They can describe some of the reasons for similarities and differences between the two locations.

**Implementation:** See Odizzi planning

**Future learning:** KS2 – Comparing the human and physical geography of a range of places outside the UK with our home location.

**Lesson 4. What is it like to live in hot and cold places?**

**I can explain the similarities and differences in the lives of children in the locations studied.**

**Builds on:** EYFS – Developing an understanding of cold places in the world and the features of some of these places.

**Intent:** Children compare and contrast what life is like for people (including children) who live in Cornwall/Redruth in comparison to Mugurameno in Zambia.

**Implementation:** See ODIZZI scheme of work for this unit.

**Future learning:** Y2 – Studying a place with a contrasting climate in depth.

KS2– Understanding the continent of Europe and its countries as significant places and describing key features.

-Introduction to world climates and how they affect the geography of places.

	<p><b>Lesson 5: Can I create an information sheet about the four countries?</b></p> <p><b>Builds on:</b> EYFS – Children have talked about and begun to identify a range of locations in the local area</p> <p><b>Intent:</b> To retrieve information to create a fact file</p> <p><b>Implementation:</b> Children to recap the four countries that make up the UK and use this information to create a fact file.</p> <p><b>Future learning:</b> Y2- : How can we use maps to find out about our world?</p> <p>KS2 – Identifying and developing awareness of a range of locations within each country of the UK.</p>	
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EYFS – Throughout the Year	Year 1-Throughout the Year	
<p><b>Nursery-</b> Observing and recording daily weather with the use of a weather chart.</p> <p>Seasonal changes from first-hand experience. What is it like outside? What is our apple tree like? What have you noticed?</p> <p><b>Autumn, Winter, Spring and Summer</b></p> <p>I know about the signs of autumn/winter/ spring/ summer and the associated weather. I can identify the differences and similarities between the seasons e.g. in the summer it gets hot and sunny; that I need to find the shady areas when outside and wear appropriate clothing, and in the winter, it is cold and may snow</p> <p><b>Intent:</b> Children begin to develop an</p>	<p><b>Weather watch (Each Season – link to Science)</b></p> <p><b>What is the weather like in Cornwall?</b></p> <p>Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams.</p> <p><b>Builds on:</b> EYFS – Children have begun to understand the process and some of the changes associated with weather and the seasons.</p> <p><b>Intent:</b></p> <p>Children can identify and describe seasonal and daily weather patterns and explain seasonal patterns and changes, including how the weather changes with each season. (e.g. temperature, wind speed and direction, rainfall) and present their findings using tables, graphs/charts and drawings.</p> <p><b>Implementation:</b></p> <p>Explain that weather is a physical feature and as such has an influence on our environment. Measure rain fall, wind direction and strength, sunshine. Discuss the effects the wind etc has</p> <p><b>Future learning:</b> Y2 Lesson 2 - Identifying similarities and differences between hot and cold places.</p>	

understanding of the process and changes associated with weather and seasons.

**Implementation:** Daily discussions about the weather, why certain weather is linked to specific seasons, talk about clothing we need to consider at these times.

**Future learning:** Y1 – Developing understanding of the processes and changes involved with weather and the seasons in more depth.

### **Autumn, Winter, Spring and Summer**

**Intent:** Children can identify how the daily weather and seasonal changes affect their immediate environment.

**Implementation:** Daily weather observations at registration time. Link this to what happens in different seasons of the year. What season is it now? How do we know? What is our environment like? Link to a chosen area. Eg: What is our Wild Tribe area and the trees like in the different seasons?

**Future learning:** Y1- Identifying effects of weather and seasonal changes on a wider range of places and in more depth.





