



Kenmore Park Infant & Nursery School.

Geography - Curriculum Overview.



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| <p>Intent</p> | <p>Our intention is that a high-quality geography education will inspire in our pupils' a curiosity, fascination and an appreciation about the world in which they live.</p> <p>At KPINS the intent of the geography curriculum is to:</p> <ul style="list-style-type: none"> - develop pupils' awareness of people and places beyond their local environment. - provide pupils with the subject-specific language they need to describe, question and discuss the world, as well as their place in it. - equip pupils with the skills to use world maps, atlases and globes to locate the UK, its four countries and capital cities, including places beyond their local environment (i.e. The Polar Regions, Kenya, China, continents and oceans). - develop pupils' knowledge and understanding relating to human and physical features. - equip pupils with the skills to interpret a range of sources of geographical information. - inspire pupils to think about their own place in the world and their responsibilities to the environment (links to Eco). |
| <p>Implementation</p> | <p>We use a variety of teaching and learning styles in our geography lessons best suited to the abilities and interests of the pupils. Pupils have the opportunity to use different mediums to enhance and support their learning in the form of maps, graphs, pictures, data and aerial photographs and ICT. Pupils learn to follow directions, draw/use simple maps, identify areas on maps and globes to help develop their understanding of their place in the world. Wherever possible, we involve the pupils in 'real' geographical activities, such as fieldwork and local area studies, observation and enquiry, individual, group and class investigations, including the use of ICT to research a current issue/place. We encourage pupils to ask as well as answer questions where all contributions are valued, respected and received positively. Pupils are encouraged to share their thoughts and ideas through individual/paired/group discussions, presentations to the class and through role-play or hot-seating.</p> |
| <p>Impact</p> | <p>At KPINS we want our learners to be able to:</p> <ul style="list-style-type: none"> *Ask and answer questions that deepens their understanding of geography. *Have a growing knowledge of the world and their place within it. *Recognise, name and locate the places studied (e.g. The Polar Regions, Kenya, China, continents and oceans) . *Compare human and physical features of different places. *Develop skills in map work, for example, knowing how to use, draw and interpret maps. *Use fieldwork to observe, record and present information. *Communicate geographical information in a variety of ways, eg through maps. *Know about and use first and secondary sources of information to find things out. *Develop a wide vocabulary of geographical terms. *Have an appreciation and respect of other cultures both in the UK and around the world. |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Nursery | | | | | | |
| Unit/Topic | <p><u>The World Around Us</u> *Explore the classroom environment and different learning areas.</p> <p><u>Seasons</u> *Begin to recognise Autumnal changes through Autumn walks and observation.</p> | <p><u>Diwali and India</u> *Name the country where Diwali is celebrated. *Locate India on a world map.</p> <p><u>My Journey to School</u> *Talk about what they see on their journey to school, e.g. houses, shops, buildings.</p> <p><u>Seasons</u> *Begin to observe some changes during the Winter season eg change in temperature, warmer clothes, changes to trees.</p> | <p><u>Chinese New Year</u> *Talk about the Chinese New Year celebrations. *Use a simple world map to find China.</p> <p><u>Under the Sea</u> *Name some sea creatures that can be found in the sea and be able to compare different bodies of water, e.g. river, sea.</p> <p><u>Local Area</u> *Begin to describe what their home looks like and their immediate surroundings, eg shops and parks.</p> | <p><u>Around School</u> *Explore the school grounds to get an understanding of the school environment.</p> <p><u>People who Help Us</u> *Know that there are different occupations such as firefighters, police, paramedic, farmer, hairdresser etc</p> <p><u>Animals</u> *Identify/name some farm and jungle animals. *Begin to know that different animals have habitats in different places/countries such as polar bears in the Arctic; elephants in India.</p> <p><u>Seasons</u> *Talk about the changes that take place during Spring, eg blossoms on trees, daffodils, tulips.</p> | <p><u>The Natural World</u> *Talk about the natural world around them, making observations and drawing pictures of trees, plants, grass, rocks.</p> | <p><u>Maps</u> *Talk about why we use maps. *Draw a simple map of the classroom.</p> <p><u>Seasons</u> *Talk about the weather and the changes that occur during the summer season, eg warmer weather, brighter and longer days, lighter clothes.</p> |
| Knowledge, skills and understanding | <p>*I can explore a familiar place (classroom) and talk about what is around me.</p> <p>*I can recognise the signs of Autumn, eg the</p> | <p>*I can find India on a globe / map.</p> <p>*I can observe and talk about what I see on my way to school, such as houses, shops, parks,</p> | <p>*I can say how the Chinese New Year is celebrated.</p> <p>*I can find China on a globe / map.</p> <p>*I can name some sea</p> | <p>*I am beginning to know where different places are within my school, eg school office, canteen.</p> <p>*I am beginning to</p> | <p>*I can talk about some features of the natural world.</p> <p>*I can explore the natural world through stories, pictures/photographs, etc.</p> | <p>*I can say what a map is used for.</p> <p>*I can draw a simple map of my classroom.</p> <p>*I can recognise and talk about the signs of</p> |

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| | <p>different colours of the leaves, changes in temperature, etc.</p> <p>*I can use a globe/map to find Africa.</p> | <p>buildings.</p> <p>*I can recognise changes in the weather during Winter, eg colder, warmer clothes, changes to trees.</p> | <p>creatures, for eg fish, starfish, whale, etc.</p> <p>*I am beginning to recognise the difference between a river and the sea.</p> <p>*I can describe my home eg size, number of rooms, garden and what is near me, eg shops, park.</p> | <p>understand that people have different jobs.</p> <p>*I can name some jobs where people help us eg firefighters, police, teachers, nurses, etc.</p> <p>*I can name some farm animals and jungle animals, eg cow, pig, sheep, tigers, lions, crocodiles, monkeys.</p> <p>*I can name some habitats.</p> <p>*I can talk about the changes that take place during Spring.</p> <p>*I can use words such as plants, grass, flowers, etc.</p> | | <p>Summer, eg. brighter and longer days, warmer weather.</p> |
| Reception | | | | | | |
| Unit/Topic | <p><u>The World Around Me</u></p> <p>*Describe and name the area where they live, eg Kenton, Harrow.</p> <p>*Themes/stories linked to Africa (Black History).</p> <p>*Find Africa on a map.</p> <p><u>Seasons</u></p> <p>*Identify the signs of Autumn and talk about seasonal changes, eg leaves falling/changing colour.</p> | <p><u>Winter Wonderland</u></p> <p>*Explore an unfamiliar environment (Polar Regions).</p> <p><u>Celebrations around the world</u></p> <p>*Locate India and the UK on a world map.</p> <p>*Draw comparisons between Diwali and Christmas.</p> <p>*Name some of the main countries where these are celebrated (India and the UK).</p> <p><u>Seasons</u></p> <p>*Describe the winter season.</p> <p>*Talk about short days and long nights due to</p> | <p><u>China</u></p> <p>*Identify a festival celebrated in China (Chinese New Year).</p> <p>*Identify some similarities and differences between the UK and China, eg food, clothes and landmarks such as the Great Wall of China and Big Ben.</p> <p>*Recognise a key and some symbols on a map.</p> <p><u>Local Area</u></p> <p>*Talk about the places they have visited in their local area, eg Kenton library.</p> | <p><u>Festivals and Traditions around the World</u></p> <p>*Talk about festivals from around the world, eg Easter, Holi, Ramadan.</p> <p>*Use a simple map to locate some of the countries in which they are celebrated.</p> <p><u>Life in another country (India)</u></p> <p>*Compare life in India to life in the UK.</p> <p><u>Seasons</u></p> <p>*Identify the signs of Spring and talk about seasonal changes, eg, seasonal flowers</p> | <p><u>Where were you born?</u></p> <p>*Look at a map/globe to find where children and staff were born.</p> <p><u>Weather</u></p> <p>*Recognise the different types of weather – linked to seasons, eg temperature drop/increase, snow, rain, frost, mild, dry, hot.</p> <p>*Understand how to read a weather map.</p> | <p><u>Seasons</u></p> <p>*Identify summer and its effect on the natural environment, eg long days and short nights.</p> <p>*Discuss beach holidays.</p> <p><u>Water Habitats</u></p> <p>*Know that there are different types of aquatic creatures eg fish, sharks, seals.</p> |

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| | | seasonal changes. | | (daffodils), new life, blossoms, insects. <u>Mother's Day Around the World</u> *Discuss similarities and differences of Mother's Day traditions. | | |
| Knowledge, skills and understanding | <p>*I can observe and describe the area where I live (eg shops, parks etc).</p> <p>*I can identify and talk about the seasonal changes in Autumn, eg the leaves changing colours, falling from the trees.</p> | <p>*I can name some animals found in the North and South Pole. *I can use the vocabulary to describe the environment. *I can use a globe to find the North Pole and South Pole.</p> <p>*I can locate India on a world map. *I can compare celebrations in two countries (India & the UK).</p> <p>*I can talk about seasonal changes during Winter.</p> | <p>*I can find some similarities and differences between China and the UK, eg food, clothing, places of interest such as Great Wall of China and Big Ben. *I can recognise map symbols and a key. *I can say how the Chinese New Year festival is celebrated. *I can talk about and describe a familiar place in my local area.</p> | <p>*I can talk about some festivals from different countries around the world, eg Easter, Holi, Ramadan). *I can use a simple map to locate some countries where these festivals are celebrated. *I can compare life in India to the UK. *I can identify the signs of Spring and talk about seasonal changes, eg seasonal flowers (daffodils), new life, blossoms, insects. *I can recognise some similarities and differences in how Mother's Day is celebrated around the world.</p> | <p>*I can locate different countries on a map or globe.</p> <p>*I can talk about the changes in the weather, eg temperature changes, rain, frost, snow, mild, dry, hot. *I can understand how to make a weather map, eg following simple instructions and include some weather symbols.</p> | <p>*I can talk about seasonal changes during Summer. *I can talk about the features of beaches, eg sand, sea, palm trees.</p> <p>*I can name different aquatic creatures and their habitats, eg fish, sharks, seals, ocean, river, coastal habitats.</p> |
| Year 1 | | | | | | |
| Unit/Topic | <p><u>Our School</u></p> <p>*Identify some features on an aerial map. *Know what a map is used for. *Recognise map symbols eg school, library. *Know what an aerial plan is. *Name some features</p> | | <p><u>Polar Regions</u></p> <p>*Identify where the Arctic and Antarctic are located. *Compare the Arctic and Antarctic. *Compare seasonal weather patterns in the UK to a cold area of the world in relation to the Equator, eg Arctic and</p> | | | <p><u>The four countries of the UK.</u></p> <p>*Name the 4 countries of the UK. *Locate the four countries of the UK on a map. *Locate and name the capital cities and main seas around UK. *Recognise some</p> |

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| | <p>of a classroom. *Create an aerial plan of the classroom. *Observe the features of the school environment.</p> | | <p>Antarctic. *Understand the Inuit culture and their traditions. *Identify some animals that are adapted to live in the Arctic and Antarctic.</p> | | | <p>physical and human features of the UK. <u>Urban and Rural Areas.</u> *Name and compare an urban area with a rural area (Harrow and Grasmere). *Identify some features of urban and rural areas. *Know that the activities people do are linked to where they live.</p> |
| National Curriculum | <p>*Locational Knowledge. *Geographical Skills and Fieldwork.</p> | | <p>*Human and Physical Knowledge. *Place Knowledge</p> | | | <p>*Locational Knowledge. *Place Knowledge</p> |
| Knowledge, skills and understanding | <p>*I can recognise some features on an aerial map, eg . *I can name different types of maps and explain what they are used for, eg google maps, tube map, street map. *I can identify different map symbols, eg school, library. *I can create an aerial plan of my classroom. *I can use first hand observation to identify the features of my school environment.</p> | | <p>*I can find the Arctic and Antarctic on a map. *I can compare the physical features of the Arctic and Antarctic, eg sea ice, glaciers, ice drifts, ice sheet. *I can compare the weather in the Arctic and Antarctic. *I can describe the traditions and culture of the Inuit people. *I can name some animals that are adapted to live in the Arctic (polar bears, arctic foxes) and Antarctic (penguins, seals).</p> | | | <p><u>The four countries of the UK.</u> *I can name the 4 countries of the UK. *I can use maps and globes to identify the UK and its four countries. *I know that the UK is an island. *I can locate and name the capital cities of the countries of UK. *I can use my map skills to name the main seas around UK. *I can use photographs to identify some physical and human features, eg mountains, bridges. <u>Urban and Rural Areas.</u> *I can name an urban and rural area (Harrow and Grasmere).</p> |

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| | | | | | | <p>*I can compare Harrow (urban area) with Grasmere (rural area).</p> <p>*I can name some features of urban and rural areas.</p> <p>I can name some activities that people do.</p> <p>*I can explain why people can do certain activities are in Harrow, Grasmere or both.</p> |
| Year 2 | | | | | | |
| Unit/Topic | <p><u>Local Area</u></p> <p>*Understand how a map is used and be able to follow a route.</p> <p>*Label and draw symbols on a map to represent places.</p> <p>*Explore the local area using first hand observation to enhance locational awareness.</p> <p>*Observe how traffic can affect our local area.</p> <p>*Undertake a traffic survey to observe its effect on our local area.</p> <p>*Identify the local amenities and different types of homes.</p> <p>*Recognise and compare different types of homes.</p> <p>*Identify some physical and human features in our local area.</p> <p>*Use first hand observation to describe our local area.</p> <p>*Develop fieldwork skills.</p> | | <p><u>Continents and Oceans</u></p> <p>*Name and locate the world's 7 continents.</p> <p>*Name and locate the world's 5 oceans.</p> <p>*Locate the continents and oceans on a map.</p> <p><u>Kenya</u></p> <p>*Name the continent that Kenya is in.</p> <p>*Locate Kenya and its continent on a world map.</p> <p>*Name the five countries that border Kenya.</p> <p>*Identify the location of the UK and Kenya in relation to the Equator.</p> <p>*Identify the human and physical features of the UK and Kenya.</p> <p>*Establish who the Maasai people are in Kenya.</p> <p>*Compare Maasai culture with western culture.</p> <p>*Describe and compare the climate in Kenya</p> | | <p><u>China</u></p> <p>*Know where China is located in relation to other places in the world and find it on a map.</p> <p>*Use simple compass directions (North, East, South and West) to describe the location of places on a map.</p> <p>*Use an atlas to locate places and landmarks in China.</p> <p>*Draw a simple map of China with some physical and human features.</p> <p>*Compare differences and similarities between the capital city of Beijing and London.</p> <p>*Understand what Chinese culture is like and describe aspects of their own culture</p> <p>*Recognise some similarities and differences between an urban and rural school in China.</p> <p>*Compare different school settings in China</p> | |

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| | | | and the UK. *Use simple grid references on a map. | | and the UK. | |
| National Curriculum | *Geographical Skills and Fieldwork. | | *Human and Physical Geography. | | *Place Knowledge | |
| Knowledge, skills and understanding | <p>*I can follow a route on a map.</p> <p>*I can draw symbols to represent different landmarks.</p> <p>*I can use first hand observation to observe how traffic is affecting our local area.</p> <p>*I can interpret the information collected and discuss the impact of traffic on our local area.</p> <p>*I can suggest ways for improving the traffic near our school.</p> <p>*I can recognise familiar places in our local area and locate them using google maps, eg post office, petrol station, park.</p> <p>*I can name and compare different types of houses, eg flats, terraced, semi-detached, detached homes and bungalows.</p> <p>*I can recognise some physical features in our local area, eg roads, shops.</p> <p>*I can give suggestions for improving our local area for visitors.</p> <p>*I am developing my fieldwork skills, eg through observing and recording, collecting</p> | | <p><u>Continents and Oceans</u></p> <p>*I can name the seven continents.</p> <p>*I can name the five oceans.</p> <p>*I can explain what a continent is.</p> <p>*I can locate the continents and oceans on a map, globe, atlas.</p> <p><u>Kenya</u></p> <p>*I can name the continent of Kenya.</p> <p>*I can use my map skills to locate Kenya on a map/globe.</p> <p>*I can identify the places where the Maasai people live on a map.</p> <p>*I can compare similarities and differences between the Maasai culture and western culture.</p> <p>*I can describe the climate in Kenya, eg wet and dry.</p> <p>*I can explain why Kenya and the UK have different climates.</p> <p>*I can use simple grid references on a map.</p> | | <p>*I can name the continent that China is in.</p> <p>*I can use a map to locate China and compare its location with the UK.</p> <p>*I can use simple compass directions (North, East, South and West).</p> <p>*I can draw a simple map of China to include the capital city and some physical and human features, eg Summer Palace, Yangze River.</p> <p>*I can compare similarities and differences between the capital cities of Beijing and London, eg busy cities, pollution levels very high.</p> <p>*I can compare my culture with the Chinese culture.</p> <p>*I can explain some similarities and differences between an urban and rural school in China, eg schools are close to home (urban); Dormitories provided - schools far from home (rural). 1 hour English & Maths (urban and rural).</p> <p>*I can compare school life in China (Beijing) and the UK (my own school).</p> | |

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| | information. | | | | | |
| Next steps (Yr 3) | *To extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. *Include the location and characteristics of a range of the world's most significant human and physical features. *Develop their use of geographical knowledge, understanding and skills to enhance their locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork. | | | | | |