



## Dobcroft Infant School Curriculum Map



Year	2022-23
Subject	Geography

**School Intent:** At Dobcroft Infant School, our intent is to create an exceptional, well-sequenced and ambitious curriculum, which challenges and excites all learners. Through quality first teaching and effectively planned provision, children will develop their ability to “know more, remember more and do more” to achieve clear end points.

**Subject Intent:** The design of the DIS Geography curriculum is based on the National Curriculum 2014.

Through teaching Geography in our school, we intend to inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

We believe that teaching should equip pupils with knowledge about diverse places, people, resources and both natural and human environments, together with an understanding of the Earth’s key physical and human processes. It is fundamental in a language rich curriculum, that children are introduced to, and expected to use, the correct and appropriate geographical vocabulary for their stage of development.

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.

We want our children to gain confidence and practical experiences of geographical knowledge, understanding and skills that explain how the Earth’s features at different scales are shaped, interconnected and change over time, including the positive contributions that they could make as informed global citizens.

**Our End Point** is to prepare pupils at DIS for the opportunities, responsibilities and experiences of later life and to guide our pupils towards becoming the global citizens of the future.

	Autumn	Spring	Summer
10 Geography Key Concepts	<b>Place – Space – Scale – Interdependence - Physical and Human Processes - Environmental Impact- Sustainable Development - Cultural Awareness - Cultural Diversity</b>		
FS2	<b>Understanding the world- Reception</b> Draw information from a simple map.		

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

**Understanding the world: - ELG**

People, cultures & communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons.

**Seasons and celebrations**

**Topics**

Describe their immediate location & map a familiar route

Use location language to describe routes

Location & map making- walk to the woods

Seasonal changes – walks to the woods

Maths moments – daily songs to develop understanding of time, ordinal numbers, days of the week, seasons & weather etc.

**Key skills**

- Observing similarities and differences between people, families, communities and traditions, places, objects and materials.
- Observing/exploring familiar surroundings/ environments.
- Remembers and talks about their own experiences.

**Who are the heroes?**

**Topics**

- Explore and discuss land, field, path, playground during continuous provision.

Maths moments – daily songs to develop understanding of time, ordinal numbers, days of the week, seasons & weather etc.

**Key skills**

- Recognise similarities and differences between things and ways of life at times in the past and now.
- Acquire new subject vocabulary to create narratives to communicate their developing geographical knowledge and understanding.
- Make comparisons from visits to the woods in different seasons.
- Draw maps of a familiar route including labels

**Growing – plants, animals and people**

**Topics**

- Using plants, animals and environments as a vehicle to explore the differences between where we live and where other people live.

- Look at the land within the school grounds- how does it change? Forest school, yard, grass area.

- Transition - Talk about changes that are coming in the New Year and how this will affect them.

- Talk about seasons and changes in the land

- Make comparisons from visits to the woods in different seasons

Maths moments – daily songs to develop understanding of time, ordinal numbers, days of the week, seasons & weather etc.

	<ul style="list-style-type: none"> <li>•Talk about special events that people in our community celebrate.</li> <li>•Draw maps of a familiar route</li> </ul>		<p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>• Listen to and talk about stories</li> <li>• Ask questions and reflect on own experiences and feelings</li> <li>• They know about similarities and differences between people, families, communities and places</li> <li>• Recognize that a range of technology is used in homes and schools.</li> </ul> <p>Draw maps of a familiar route including labels and symbols.</p>
<b>Key vocabulary</b>	<i>Home, school, map, forwards, backwards, in front, behind, live, land, farm, field, houses, park, community, seasons, autumn, spring, summer, winter</i>	<i>The same as, similar to, identical, like, alike, map, label, wood, buildings, roads, footpaths</i>	<i>Local, date, order, sequence, map, symbol</i>
<b>10 Geography Key Concepts</b>	<b>Place – Space – Scale – Interdependence - Physical and Human Processes - Environmental Impact- Sustainable Development - Cultural Awareness - Cultural Diversity</b>		
<b>Core substantive knowledge from previous year</b>	<p><i>To know where I &amp; my family live</i>  <i>Draw information from a simple map.</i>  <i>Recognise some similarities and differences between life in this country and life in other countries.</i>  <i>Explore the natural world around them.</i>  <i>Recognise some environments that are different to the one in which they live.</i></p>		
<b>Y1 Human and Physical Geography –</b>	<p><b><u>Into the Woods – Geography focus</u></b></p> <p>Geography focus – geographical skills and fieldwork, location knowledge of the UK and</p>	<p><b><u>Ice and Fire – History focus</u></b></p> <p>History focus – significant historical events beyond living memory.  Science focus – Everyday materials</p>	<p><b><u>All creatures great and small – Science focus</u></b></p> <p>Science focus – Animals including humans and plants</p>

<p>Identify seasonal and daily weather patterns in the UK, Name &amp; locate the capital cities of the UK – covered throughout the year as part of maths moments. Learning to be done continually throughout the year.</p>	<p><b>surrounding seas and physical features of Geography.</b></p>		
	<p><b>NC: The study of the school &amp; its ground &amp; the key human &amp; physical features of its surrounding environment.</b></p> <p><b>Human and Physical Geography</b> – Use basic geographical vocabulary to refer to human features e.g. house, city, church, factory, woods. Walk around local area and see children’s or houses of people they know. <b>Visit:- local area &amp; woods</b> Look at pictures of local area and Millhouses and describe what they can see and identify and human features within the local area. Identify and understand the environmental impact of humans on the school grounds, woods. Make links to the Eco team within school and our actions to help the environment- litter picking, bug hotels.</p> <p><b>Geographical skills and fieldwork –</b> Children will learn the four compass points. Simple compass directions (North, East, West, South) and locational and directional language.</p> <p>Use simple fieldwork and observational skills to study the geography of their school. Children will produce a map inspired by literacy focus to show characters and places within the book. They will label the map using compass points. Children will use directional language to describe where key features of their map are and where they are in relation to one another, and where characters appear on a map.</p>	<p><b>NC: The study of the city centre the key human &amp; physical features of Sheffield.</b></p> <p><b>Human and Physical Geography</b> – Use basic geographical vocabulary to refer to human features e.g. house, city, church, factory, woods, dam, water wheel. Walk through the woods to City centre, compare how the land has changed &amp; reasons why Look at pictures and maps of local woods and City centre and describe what they can see and identify and human features within the local area. Identify and understand the environmental impact of humans on the woods &amp; City centre- rubbish in the rivers, dam. Make links to the Eco team within school and our actions to help the environment- litter picking, bug hotels.</p> <p><b>Geographical skills and fieldwork –</b> Children will learn the four compass points. Simple compass directions (North, East, West, South) and locational and directional language.</p> <p>Use simple fieldwork and observational skills to study the geography of the local woods &amp; the industrial Hamlet. Children will produce a map to show the Industrial Hamlet and the use of the space. They will label the map using compass points. Children will use directional language to describe where key features of their map are and where they are in relation to one another, and where characters appear on a map. They will identify how the land features has impacted on the use of the land.</p>	<p><b>NC: Name, locate &amp; identify characteristics of the four countries &amp; capital cities of the UK &amp; its surrounding</b></p> <p><b>Location Knowledge</b></p> <p>Human &amp; physical geography of the 4 countries of the UK Name, locate and identify characteristics of the four countries Research and learn about the significance of the celebration St George’s Day Carpet time discussion about the countries and recap of countries and capital cities.</p> <p><b>Geographical skills –</b> Where are we in the UK, focus on each country, capital cities, human &amp; physical features. Use maps, globes Use of aerial photographs to identify landmarks and human physical features Name, locate and identify characteristics of the four countries – St George’s Day</p> <p><b>School event: Celebrate St George’s day</b> <b>Location Knowledge</b> Name, locate and identify characteristics of the four countries – St George’s Day Research England and the significance of the event</p>

	<p><b>Fieldwork</b> - Children will investigate their school and local area using a human and physical geography identification sheet and observe what they can see in their environment. Children to record their findings either as a recorded table, pictures or drawn to show the physical and human features they can see.</p> <p><b>School event: Celebrate St Andrew's day</b>  <b>Location Knowledge</b>  Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.  Look at maps and atlases and use them to name, locate and label the countries of the UK.  Use maps to locate and identify the capital cities for the Scotland  Research Scotland for St Andrew's Day.</p>	<p>Fieldwork – <b>Visit to the City centre</b>  Children will investigate the local area using a human and physical geography identification sheet and observe what they can see in their environment. Children to record their findings either as a recorded table, pictures or drawn to show the physical and human features they can see.</p> <p><b>School event: Celebrate St David's &amp; St Patrick's day</b>  <b>Location Knowledge</b>  Name, locate and identify characteristics of the four countries – St David's Day and St Patrick's Day.  Research Wales &amp; Ireland for St David's &amp; St Patrick's day</p>	
<p><b>Vocabulary</b></p>	<p>Human features, buildings, schools, man-made,- non manufactured, natural  Physical features- pond, woods, houses  Geography skills- map reading, compass points, geographical symbols.</p> <p>North, South, East, West, compass points, direction, position, in front of, behind, left, right, opposite, next to.</p> <p>Country, capital city, UK, England, Scotland, Northern Ireland, Wales, London, Edinburgh, Cardiff, Belfast, Patron Saint.</p>	<p>Human features, buildings, schools, man-made,- non manufactured, natural.</p> <p>Physical features- pond, woods, houses, buildings, factories, churches, roads, railway tracks  Geography skills- map reading, compass points, geographical symbols.</p> <p>Country, capital city, UK, England, Scotland, Northern Ireland, Wales, London, Edinburgh, Cardiff, Belfast, Patron Saint.</p>	<p>Country, capital city, UK, England, Scotland, Northern Ireland, Wales, London, Edinburgh, Cardiff, Belfast, Patron Saint.</p>
<p><b>10 Geography Key Concepts</b></p>	<p><b>Place – Space – Scale – Interdependence - Physical and Human Processes - Environmental Impact- Sustainable Development - Cultural Awareness - Cultural Diversity</b></p>		

<b>Core substantive knowledge from previous year</b>	<p><i>To locate the UK on a map, identifying the continent that it is in and the oceans that surround it.</i></p> <p><i>To identify human and physical features of Sheffield, including key landmarks.</i></p> <p><i>To name and locate the seven continents and five oceans.</i></p> <p><i>To locate Sheffield on a map of UK.</i></p> <p><i>To name and locate the four countries and capitals in the UK.</i></p> <p><i>To name and locate the seven continents and five oceans.</i></p> <p><i>To compare and contrast city centre to suburban areas.</i></p> <p><i>To compare and contrast Sheffield to Esteli, Nicaragua (Sheffield twin city)</i></p>
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<b>Y2</b>	<p><b><u>Location, location, location- geography focus</u></b></p> <p><b>NC: Name and locate seven continents (focus Autumn) and five oceans.</b></p> <p><b>Human and Physical Geography</b></p> <p>To explore key human and physical features of each continent.</p> <p>Identify and understand the environmental impact of humans.</p> <p>Make links to the Eco team within school and our actions to help the environment- litter picking, bug hotels.</p> <p><b>Location knowledge</b></p> <p>To name and locate the seven continents and five oceans.</p> <p>To name and locate the equator, south pole, north pole.</p> <p>To understand the world is split in to two hemisphere – northern and southern.</p> <p>To understand that some countries are hot and some are cold dependent on their location in the world.</p> <p>To understand that countries closer to the equator are hotter and those close to the poles are colder.</p> <p><b>Geographical skills &amp; fieldwork</b></p> <p>Fieldwork- woods, school grounds</p>	<p><b><u>Flippers, fins and fangs- Science &amp; geography focus</u></b></p> <p><b>NC: Name and locate seven continents and five oceans (focus Spring).</b></p> <p><b>Human and Physical Geography</b></p> <p>To explore key human and physical features of each ocean.</p> <p>Identify and understand the environmental impact of humans.</p> <p>Make links to the Eco team within school and our actions to help the environment- litter picking, plastic in the oceans.</p> <p><b>Location knowledge</b></p> <p>To name and locate the seven continents and five oceans.</p> <p>To name and locate the equator, south pole, north pole.</p> <p>To understand the world is split in to two hemisphere – northern and southern.</p> <p>To understand that some countries are hot and some are cold dependent on their location in the world.</p> <p>To understand that countries closer to the equator are hotter and those close to the poles are colder.</p> <p>School event: Celebrate St George's day</p> <p><b>Location Knowledge</b></p>	<p><b><u>Fieldwork focus</u></b></p> <p><b>NC: The study of the suburbs and comparison to the city centre. Identifying and comparing the key human &amp; physical features.</b></p> <p><b>Human and Physical Geography</b></p> <p>Human &amp; physical features of Sheffield city centre, suburbs including parks and rivers.</p> <p>Key landmarks: Town Hall, City Hall, Cathedral, Children's library, trams, trains, housing, cafes, shops, schools and parks</p> <p>Identify and understand the environmental impact of humans.</p> <p><b>Location knowledge</b></p> <p>Locational &amp; directional knowledge</p> <p>Locating Sheffield on a map</p> <p>Directional language: further</p> <p><b>Geographical skills &amp; fieldwork</b></p> <p>Visit to Ecclesall Road &amp; Endcliffe park</p> <p>Use simple fieldwork and observational skills</p> <p>Directional language: further</p> <p>To devise a simple map</p> <p>Use and construct basic symbols in a key</p>
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	<p>To use maps, atlases and globes to identify the seven continents and five oceans. To label the equator, poles and hemispheres on a map. To use maps, atlases and globes to locate countries that would be hot and cold. To use digimaps</p> <p><b>School event: Celebrate St Andrew's day</b> <b>Location Knowledge</b> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Look at maps and atlases and use them to name, locate and label the countries of the UK. Use maps to locate and identify the capital cities for the Scotland Research Scotland for St Andrew's Day.</p>	<p>Name, locate and identify characteristics of the four countries – St George's Day Research England and the significance of the event.</p>	<p>Recognising landmarks on a map To use digimaps</p> <p><b>School event: Celebrate St David's &amp; St Patrick's day</b> <b>Location Knowledge</b> Name, locate and identify characteristics of the four countries – St David's Day and St Patrick's Day. Research Wales &amp; Ireland for St David's &amp; St Patrick's day</p>
<p><b>Vocabulary</b></p>	<p><b>Locational Knowledge</b> – Asia, Africa, North and South America, Antarctica, Europe, Australasia, equator, continent, country, Oceans, Atlantic, Southern, Indian, Pacific, Artic</p> <p><b>Human and physical geography</b> Key human features, city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p><b>Locational Knowledge</b> – Asia, Africa, North and South America, Antarctica, Europe, Australasia, equator, continent, country Oceans, Atlantic, Southern, Indian, Pacific, Artic</p> <p><b>Geographical skills and fieldwork</b> Landmarks, physical features, human features, north, south, east, west, Ariel.</p> <p><b>Human and physical geography</b> physical features, beach, cliff, coast, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p><b>Place Knowledge</b> Housing, town, cities, hamlets, residential, parks, cafes</p> <p><b>Human and physical geography</b> physical features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>

**Key concepts & End points for KS1**

**Key concepts**

**Place – Space – Scale – Interdependence - Physical and Human Processes - Environmental Impact-**

## Sustainable Development - Cultural Awareness - Cultural Diversity

### End points

#### Pupils will be able 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
- 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.