

March 2009

(Review March 2011)

Netherfield Infant School and Nursery

Geography

Aims

- For children to be able to undertake geographical enquiry,
- For children to develop geographical skills,
- For children to develop knowledge and understanding of places, patterns and processes.

Objectives

- To provide children with opportunities to explore and consider a contrasting locality,
- To encourage children to express view about people, places and the environment,
- To encourage children to use geographical language,
- To teach children to use globes, maps and plans,
- To be able to devise questions about people and places and the environment,
- To teach children to identify changes in physical and human features,
- To teach children to recognise how the environment may be improved and sustained,
- To use ICT to develop geographical skills, e.g. programmable toys, CD-ROMS, interactive whiteboards.

Scheme of work

Skills, knowledge and understanding will be taught through a half termly topic approach. Coverage will be ensured by annotating the programme of study as the topic is covered. The curriculum leader will receive medium term planning from teachers and use this to complete a topic review. This will then be used to enable the curriculum leader to identify strengths and areas for development. Attainment and standards will be monitored by the use of end of the EYFSP and end of Key Stage 1 data.

Elements of Geography in the Foundation Stage are taught through "Knowledge and understanding of the world.

## Geography Resources (march 2009)

### Staff Room Shelves

QCA scheme of work  
LCP Planning File  
Sense of History KS1

### Aladdins Cave

Tocurao - A study of a locality in Mexico x3  
Tocuaro maps x 3  
Ginn topic discussion book yr 1  
Ginn topic discussion book yr 2  
A3 maps of the world - set 10  
A3 maps of Great Britain - set 10  
Isle of Struay Maps  
Large atlas flip chart  
A5 outline maps of UK  
2 x globes  
2 x world map floor puzzles  
Selection of floor maps - Great Britain, Europe and the world

### Collection/Resource boxes - Hall

*Resource boxes containing photographs, artefacts, books etc for:*

Our Local Area  
Contrasting Locality in Great Britain  
Mexico  
Seaside  
Other Faraway Place  
Coal Mining

### Big Books

Up a Rainforest Tree  
Mapwork  
A is for Africa  
One Child One Seed  
Growing Up in Africa x 3  
The Train Ride (and sequencing cards)  
We're going on a Bear Hunt (and map and postcards)  
At The Seaside  
Katie Morag and the Two Grandmothers (and story map)

## Library Collections

Large number of Atlases

Collection of books in library re: shops, traffic, transport, space, looking at local areas, environments, forest/woods, weather and season etc.

## **Geography skills Ladders**

### **Ladder 1 - Patterns and Processes**

#### **Foundation Stage**

- Show an awareness of the purposes of some features of the area in which they live e.g. what do we do in a park, shop etc.
- Notice differences between features of the local environment
- Comment and ask questions about where they live and the natural world
- Show awareness of immediate locality e.g. finding places in classroom environment
- Show an interest in the world in which they live.

#### **Level 1**

- Recognise ways of changing the environment eg. Road signs
- Recognise why things happen eg. That the road outside is busiest when people are going to work/school
- Recognise where things are eg. Where the toilet is in relation to other classroom areas

#### **Level 2**

- Make appropriate observations about why things happen eg. Why there are less cars on the road when snow has fallen
- Make simple observations about where things are eg. Individual shops within the main street.

#### **Level 3**

- Begin to offer reasons for the way things eg. Suggesting that the sunny side of school is warmer than the shady side.
- Begin to offer appropriate observations about locations and patterns eg. Observing on an atlas/map that some places have more rain than others.

## **Ladder 2 - Enquiry Skills**

### **Foundation Stage**

- Begin to use ICT resources eg. Bee Bot to direct through maze
- Begin to develop an understanding of maps and plans eg. Identify things from their outline
- Develop finding skills
- Children begin to record geographical information eg collecting leaves and putting them on a model of the walk
- Observe and find out and identify features in the place they live and the natural world
- Find out about their environment and talk about the features they like and dislike

### **Level 1**

- Use ICT where appropriate
- Make use of and interpret globes, maps and plans
- Use appropriate vocabulary
- Ask and respond to geographical questions in straightforward terms eg, saying what a feature is on a photograph when asked
- Investigate surroundings, knowing that the world extends beyond their immediate locality

### **Level 2**

- Ask and respond to geographical questions on the basis of information from our observations
- Investigate surroundings and know that the world extends beyond their own locality.

### **Level 3**

- Use books, stories, atlases, photos and internet as sources of information.
- Investigate places and themes at more than one level.
- Analyse evidence and begin to draw conclusions, eg. Make comparisons between two locations using pictures/photos.