

## Curriculum Intent and Implementation in Foundation Stage

### Understanding the World - Geography

Intent	Foundation Stage	Year 1/2
Locational knowledge	<ul style="list-style-type: none"> <li>• Looks closely at and talk about change, e.g. locations</li> <li>• <i>Children know about similarities and differences in relation to places</i></li> <li>• <i>They talk about the features of their own immediate environment.</i></li> <li>• <i>They talk about how environments might vary from one another.</i></li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>• name and locate the world's seven continents and five oceans</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>
Place knowledge	<ul style="list-style-type: none"> <li>• Looks closely at and talks about change, e.g. locations</li> <li>• <i>Children know about similarities and differences in relation to places, objects, materials and living things.</i></li> <li>• <i>They talk about the features of their own immediate environment.</i></li> <li>• <i>They talk about how environments might vary from one another.</i></li> <li>• <i>They make observations of animals and plants and explain why some things occur, and talk about changes.</i></li> <li>• <b>Children know that the environment and living things are influenced by human activity.</b></li> <li>• <b>They can describe some actions which people in their own community do that help to maintain the area they live in.</b></li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>• understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country</li> </ul>
Human and Physical Geography	<ul style="list-style-type: none"> <li>• Looks closely at and talks about change, e.g. seasons</li> <li>• <i>They talk about the features of their own immediate environment.</i></li> <li>• <i>They talk about how environments might vary from one another.</i></li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>• 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</li> <li>- use basic geographical vocabulary to refer to:               <ul style="list-style-type: none"> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• key human features, Inc. city, town, village,</li> <li>• factory, farm, house, office, port, harbour, shop</li> </ul> </li> </ul>
<u>Implementation</u> <ul style="list-style-type: none"> <li>• UTW inputs</li> <li>• Are there yet Cornerstones topic – Holidays, different locations</li> <li>• Why do Zebras have stripes Cornerstones topic – Comparing habitats, locations similarities and differences</li> <li>• Enhanced resources</li> <li>• <b>European Day of Languages – Discussing home languages, hello in different languages, exploring Google Earth and looking at where the children and their families have come from.</b></li> </ul>		

Intent	Foundation Stage	Year 1/2
Geographical skills and fieldwork	<ul style="list-style-type: none"> <li>• Looks closely at and talks about change, e.g. locations</li> <li>• <i>Children know about similarities and differences in relation to places</i></li> <li>• <i>They talk about the features of their own immediate environment.</i></li> <li>• <i>They talk about how environments might vary from one another.</i></li> <li>• <b>Children know that the environment and living things are influenced by human activity.</b></li> <li>• <b>They can describe some actions which people in their own community do that help to maintain the area they live in.</b></li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>
Map skills	<ul style="list-style-type: none"> <li>• Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'.</li> <li>• <i>Children use everyday language to talk about position and distance, to compare quantities and objects and to solve problems</i></li> <li>• <i>Children know about similarities and differences in relation to places</i></li> <li>• <i>They talk about the features of their own immediate environment.</i></li> <li>• <i>They talk about how environments might vary from one another.</i></li> </ul>	<p><i>For instance: <u>Using maps</u></i></p> <ul style="list-style-type: none"> <li>• <i>Use a simple picture map to move around the school</i></li> <li>• <i>Use relative vocabulary such as bigger, smaller, like, dislike</i></li> <li>• <i>Use directional language such as near and far, up and down, left and right, forwards and backwards</i></li> </ul> <p><u>Map knowledge</u></p> <ul style="list-style-type: none"> <li>• <i>Use world maps to identify the UK in its position in the world.</i></li> <li>• <i>Use maps to locate the four countries and capital cities of UK and its surrounding seas</i></li> </ul> <p><u>Making maps</u></p> <ul style="list-style-type: none"> <li>• <i>Draw basic maps, including appropriate symbols and pictures to represent places or features</i></li> <li>• <i>Use photographs and maps to identify features</i></li> </ul>
<p><u>Implementation</u></p> <ul style="list-style-type: none"> <li>• UTW inputs</li> <li>• Are there yet Cornerstones topic – Locations, exploring and drawing maps</li> <li>• Why do Zebras have stripes Cornerstones topic – Comparing habitats, locations similarities and differences</li> <li>• Construction and small world area</li> <li>• Enhanced resources</li> <li>• <b>Google Earth to look at where we live and the other countries the children and their parents have come from.</b></li> </ul>		