# Subject overview: Geography

| What does a Geographer look like at Mengham Infants? What personal skills and characteristics of learning, are particularly relevant for this subject? | | |
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| At Mengham Infants children will be inspired so that they develop a curiosity and fascination about the world in particular the features of Hayling Island (such as the coast line, The Billy Trail, marina/inlets) and its people that will remain with them for the rest of their lives. By exploring our immediate locality of Hayling Island the teaching of the geography vocabulary words will have more meaning and impact. The children will gain a knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Through their growing knowledge about the world children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. The children will use their geographical vocabulary to identify features small area of the United Kingdom and a small area in a contrasting non-European country. The children will discover weather patterns in the United Kingdom and hot and cold areas of the world. Children can enthusiastically use computing, world maps, atlases and globes, simple compass directions, aerial photographs and plans, as well as simple fieldwork and observational skills throughout their geographical discoveries. Our young geographers will be inspired to do no harm and sustain, enable and enhance lives, environments and places. As young people they are citizens and stewards of the world and will be encouraged to take an active part in caring and saving the World (we are all eco warriors). | | |
| These are the key skills and knowledge that a Geographer will develop during each year (**not just EYFS/NC objectives**): | | |
| Year R | Year 1 | Year 2 |
| **Locational Knowledge**<br><br>To talk about similarities and differences in relation to places, objects, materials and living things<br><br>To begin to recognise similarities and differences in their immediate environment.<br><br>Children to be able to talk about where they live (Identify Hayling Island). | **Locational Knowledge**<br><br>To be able to recognise similarities and differences in their immediate environment.<br><br>To name the countries making up the British Isles, with their capital cities (England and London, Northern Ireland and Belfast, Scotland and Edinburgh, Wales and Cardiff). | **Locational Knowledge**<br><br>To name the surrounding seas of the United Kingdom (English Channel, Irish Sea, Atlantic Ocean, North Sea).<br><br>Locate the four countries which make the British Isles and know the main river flowing through each country.<br><br>Use a globe to locate and name the 7 continents of the world (Africa, Antarctica, Asia, Europe, North America, Oceania, South America).<br><br>Locate and label the five oceans (Arctic, Atlantic, Indian, Pacific, Southern). |
| **Place Knowledge**<br><br>To begin to talk about where they live.<br>To begin to talk about the features of their own immediate environment and how environments might vary from one another | **Place Knowledge**<br><br>To be able to confidently talk about where they live.<br><br>To understand geographical similarities and differences though studying the human and physical geography of a small area of the United Kingdom. | **Place Knowledge**<br><br>To understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country. |

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| **Human and Physical Geography**<br><br>To make observations of the environment and explain why some things occur and talk about changes.<br><br>To begin to be able to talk about the different types of weather we have over the year. | **Human and Physical Geography**<br><br>To be able to identify seasonal and daily weather patterns in the United Kingdom.<br><br>To begin to identify weather patterns and compare and contrast two British localities.<br><br>To begin to be able to identify human and physical features that are common across a UK landscape.<br><br>To begin to use basic geographical vocabulary to refer to:<br>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.<br>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. | **Human and Physical Geography**<br><br>Children to locate hot and cold areas of the world in relation to the Equator and the North and South Poles.<br><br>To be able to identify weather patterns and compare and contrast two British localities and begin to explain why it is so.<br><br>Make predictions of the hottest places in the world using knowledge of the equator. Explain why.<br><br>To confidently identify human and physical features that are common across a UK landscape.<br><br>To accurately use basic geographical vocabulary to refer to:<br>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.<br>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. |
| **Geographical skills and fieldwork**<br><br>Use everyday language to talk about positions and distance to solve problems.<br><br>To begin to use positional language such as near and far, left and right.<br><br>To begin to make their own simple map. | **Geographical skills and fieldwork**<br><br>To begin to use world maps, atlases and globes to identify the United Kingdom and its countries as well as counties, continents and oceans studied in KS1 (see locational knowledge).<br><br>Children to 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; using a range of methods, including sketch maps, plans and digital technologies. | **Geographical skills and fieldwork**<br><br>To confidently use world maps, atlases and globes to identify the United Kingdom and its countries and begin to identify continents and oceans studied in KS1 (see locational knowledge).<br><br>Children to 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. |

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| | To be able to accurately use locational and directional language such as near, far, left, right.<br><br>To begin to use simple compass directions (North, South, East and West). | Use four points of a compass to build their knowledge of the United Kingdom and where Hayling Island is in relation to the rest of the British Isles.<br><br>To accurately use and apply simple compass directions (North, South, East and West). |
| **Mengham Eco Warriors**<br><br>To begin to discover what is happening to our planet (global warming, pollution, plastic, recycling, reusing, saving energy etc).<br><br>To be able to take an active part in caring and saving the world. | **Mengham Eco Warriors**<br><br>To ask questions about how we as a school/citizen/society can look after the environment/planet.<br><br>To begin to think of ways of how we can care and save the world. | **Mengham Eco Warriors**<br><br>To become proactive in helping save the environment/planet before it's too late.<br><br>To have ideas and act upon them to protect the environment/planet. |

Subject Leader - What three questions are key to you ensuring you have led your subject so that it has a positive impact on the children?

1. Can the child demonstrate their geographical skills, knowledge, understanding and express their views through different recording methods (using computing, getting out into the local environment, pictures, photos, observations, recordings etc?
2. Can the child accurately and appropriately use geographical vocabulary whilst talking about their geographical learning/experiences?
3. Can the child say what is happening to the planet and how they can/are helping to save the environment?

Falcon, K. (2018) An interpretation of the geography National Curriculum - An article to help make sense of the National Curriculum. (HIAS Hampshire County Council)

Lambert, D. (2014) A possibilist analysis of the Geography National Curriculum in England.

# Hampshire - KS1 Human geography glossary

| Place knowledge | |
|---|---|
| Continent | One of the earth's large land masses |
| Country | A political unit or state on a national scale |
| Equator | The imaginary line around the earth's surface equidistant from the north and south pole |
| Europe | Continent containing 47 countries north of Africa and west of Asia |
| Non-European | A place not in the continent of Europe (Africa, Antarctica, Asia, North America, Oceania or South America) |
| Ocean | A very large stretch of sea, one of five oceans of the world – Pacific, Atlantic, Indian, Arctic and Southern. |
| UK | Country comprised of four nations: England; Northern Ireland; Scotland; and Wales. |

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| Agriculture | Land used for producing crops and feeding, breeding and raising livestock |
| Arable farm | Land used for growing crops |
| Business | Buying and selling goods |
| City | A place in Britain that has received the title from the crown |
| Dairy farm | Land used for rearing cows to produce milk |
| Detached house | A house that stands alone |
| Development | To grow and change usually for better |
| Export | Send goods to another country for sale |
| Factory | A building or group of buildings containing a plant assembly for the manufacture of goods. |
| Farm | An area of land used to grow crops of animals |
| Flats | A large building divided into separate living areas |
| Hamlet | A small settlement smaller than a village and strictly (in Britain) without a church |
| Harbour | A place on the coast where boats may moor to shelter |
| High street | Main street of a town containing shops, banks and other important businesses |
| House | A building for humans to live in |
| Import | Bring goods into a country from abroad to sell |
| Industry | Process raw materials and make them into goods |
| Local | The area close by |
| Office | A room or building being used for business |
| Port | A large harbour or place along a coast where ships are loaded and unloaded |
| Rural | A countryside area |
| Semi detached | A house joined to another by a shared wall |
| Shop | A place where goods and services are sold |
| Terraced | A row of houses joined together |
| Town | A built up area that is larger than a village and smaller than a city |
| Urban | A built up area such as a town or city |
| Village | A small group of houses in a country area, usually larger than a hamlet |

| Key vocabulary | |
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| Distribution | Arrangement or location of something |
| Global | Relating to the whole world |
| Interaction | A mutual or reciprocal action |
| Landmark | A prominent or well-known object or a feature of a human or physical landscape |
| Location | A site or position |
| Pattern | An arrangement of repeated or corresponding parts. |
| Region | An area considered as a unit for geographical reasons. |

# KS1 Physical geography glossary

| Place knowledge | |
|---|---|
| Continent | One of the earth's large land masses |
| Country | A political unit or state on a national scale |
| Equator | The imaginary line around the earth's surface equidistant from the north and south pole |
| Europe | Continent containing 47 countries north of Africa and west of Asia |
| Non-European | A place not in the continent of Europe (Africa, Antarctica, Asia, North America, Oceania or South America) |
| Ocean | A very large stretch of sea, one of five oceans of the world – Pacific, Atlantic, Indian, Arctic and Southern. |
| UK | Country comprised of four nations: England; Northern Ireland; Scotland; and Wales. |

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| Beach | An area of sand or shingle sloping down to a sea or lake |
| Cliff | A steep rock face along the coast |
| Coast | Where lands meets the sea |
| Island | A piece of land completely surrounded by water |
| Ocean | A very large stretch of sea, one of five oceans of the world – Pacific, Atlantic, Indian, Arctic and Southern. |
| Sea | Usually smaller than an ocean and typically they are partially enclosed by land |
| Hill | A natural elevation of the earth's surface, less high or craggy than a mountain. |
| Mountain | A natural upward projection of the earth's surface, higher and steeper than a hill |
| River | Water flowing in a channel to the sea, lake or another river |
| Valley | A long depression in the land surface usually containing a river |
| Deciduous | Forest characterised by trees with leaves that fall off or are shed seasonally, usually at the end of the growing season. Located above tropical rainforests and below coniferous forests |
| Evergreen | A plant that keeps green leaves throughout the year |
| Food chains | A series of organisms dependent on the next as a source of food |
| Forest | A large wooded area having thick growth of trees and plants |
| Habitat | The natural home or environment of an animal, plant or other organism |
| Soil | The top layer of the land surface of the earth that is composed of disintegrated rock particles, humus, water and air. |
| Vegetation | Plants considered collectively. |
| Climate | The average weather conditions over a long period of time |
| Cloud | A white or gray mass in the sky that is made of many very small drops of water |
| Ice | Frozen water |
| Rain | Water droplets that fall from the clouds |
| Precipitation | Moisture that falls from the air to the ground, e.g. rain, snow, sleet, hail |
| Season | Patterns that can be identified at a certain time of year |
| Snow | Small, frozen water droplets that fall from the clouds |
| Sunshine | Warmth and light given by the sun's rays |
| Temperature | The degree of hotness or coldness in a substance, in this case the air |
| Weather | The short term (minutes to 15 days) variations of the atmospheric state including temperature, wind, precipitation and cloudiness. |
| Wind | The movement of air |

| Key vocabulary | |
|---|---|
| Distribution | Arrangement or location of something |
| Global | Relating to the whole world |
| Interaction | A mutual or reciprocal action |
| Landmark | A prominent or well-known object or a feature of a human or physical landscape |
| Location | A site or position |
| Pattern | An arrangement of repeated or corresponding parts. |
| Region | An area considered as a unit for geographical reasons. |