

Our Curriculum at Shirley Infant School



Geography

1. Subject Design

Shirley Geographers develop a fascination of the world through the exploration of their own and contrasting environments. They explore how the world is shaped by physical aspects around them and how humans interact and impact it. Shirley Geographers are able to draw their own conclusions from fieldwork and have a true understanding of how their own behaviours and choices can affect and change the world around them.

*Shirley Infant Geographers complete a process of learning in each unit. Each unit includes a degree of **fieldwork**, e.g. collecting data using maps or physical collection, **interpreting** their data, **comparing** the results and finally coming to a **conclusion**. They investigate the cause and effects of different aspects on the world and are encouraged to think about how they can make a positive change to the world around them.*

2. Concepts

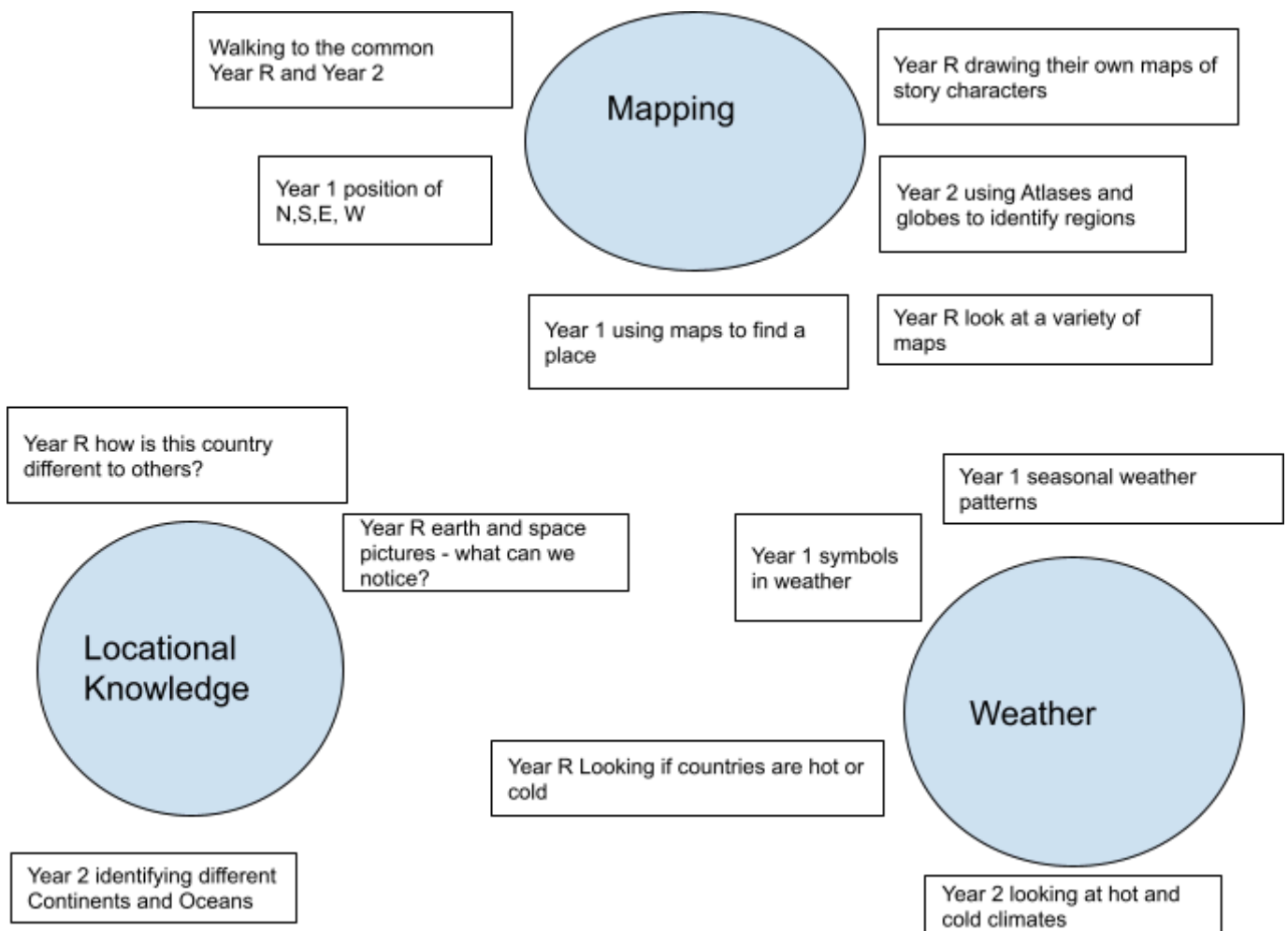
Place knowledge

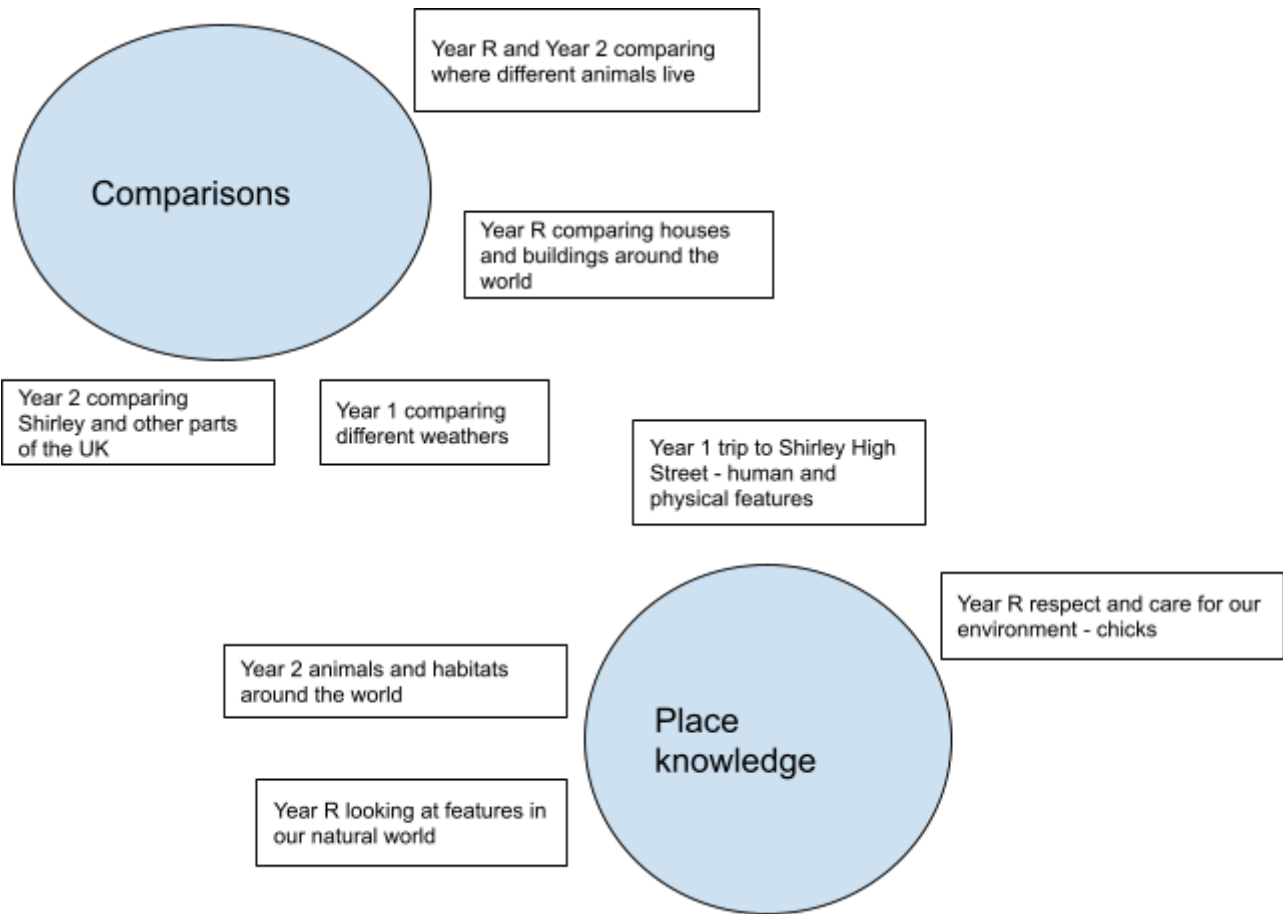
Comparisons

Weather

Mapping

Location knowledge





3. Topic Overview

	Year R	Year 1	Year 2
Autumn Term	<u>Local Area</u>	<u>Who's afraid of the big bad wolf?</u> Mapping	<u>Let it Grow!</u> Mapping
Spring Term	<u>Farm/ People Who Help Us</u> Comparing different environments	<u>Let's explore/ Weather Data</u> Human and Physical features	<u>Journey into the unknown/ Weather Data</u> Human and Physical features
Summer Term	<u>Under the Sea</u>	<u>Minibeasts/ Weather Data</u> Weather	<u>Grrrrrr!</u> Place knowledge - comparison

Skills		R	1	2
Fieldwork	Mapping	School based maps - knowledge and understanding of purpose of a map To begin to make simple birds eye view representations of where things are. (understanding place).	Use simple compass directions (NSEW) Begin to use a key to identify features on a map	Use a key to identify features on a map Locating features and routes on a map
	Collecting Data	To represent knowledge of the school as a place.	To draw a picture of what they see. To collect human information in a tally chart.	To begin to draw a simple field sketch. To collect physical information in a tally chart.
Interpret		Observing similarities and differences. Exploring changes over time (seasons).	To begin to use maps to locate countries in the UK. To begin to describe observed differences in relation to human and physical features. To begin to interpret weather symbols.	To begin to use aerial photos and plans to describe human and physical features. To interpret weather symbols, To begin to interpret pictures and graphs. To make comparisons from fieldwork data.

Compare (Cause and Effect)	Knowledge and understanding of the world.	To describe simple similarities and differences in contrasting environments.	To describe the impact of change to the environment. To use data collected from fieldwork to compare.*different areas
Conclusions	Knowledge and understanding of the world. Talk about what they have seen in their world.	I can use observations to draw a simple conclusion. (Experience)	I can use simple data, maps and data to draw a simple conclusion. (Outside their experience)
Skills vocabulary	<i>Similarities</i> <i>Differences</i> <i>Patterns</i> <i>Change</i>	<i>Compass</i> <i>N, S, E, W</i> <i>Ariel</i> <i>Symbol</i> <i>Patterns</i> <i>Forecast</i> <i>Feature</i> <i>Human</i> <i>Physical</i>	<i>Compass</i> <i>N, S, E, W</i> <i>Symbol</i> <i>Key</i> <i>Field Sketch</i> <i>Fieldwork</i> <i>Feature</i> <i>Human</i> <i>Physical</i>

4. Knowledge Progression

Mapping units are always taught first in the sequence as it underpins all other knowledge and skills.

	Year R		Year 1		Year 2	
	Knowledge	Disciplinary knowledge	Knowledge	Disciplinary knowledge	Knowledge	Disciplinary knowledge
Mapping	<p>I know that a map is a way to show where something is.</p> <p>I know that maps are a birds eye view.</p>	<p>I know how to identify different things on a map.</p>	<p>I know that North, South, East & West are on a compass.</p> <p>I know that features are on a map and know how to identify them using a key.</p>	<p>I know how to use a compass.</p> <p>I know how to locate a feature on a map.</p>	<p>I know that features and routes are shown on a map.</p>	<p>I know how to use a key when reading a map.</p> <p>I know how to give directions using a map and skills learnt.</p>
Location & Place Knowledge	<p>I know that I live in Southampton in England.</p> <p>I know that the capital city of England is London.</p> <p>I know that Earth is made up of land and sea.</p>	<p>I know how to differentiate between oceans and land on a world map.</p>	<p>I know that the United Kingdom is made up of 4 countries.</p> <p>I know that each country in the UK has a capital city.</p> <p>I know the names of some capital cities in the UK.</p> <p>I know that the world has continents and oceans.</p>	<p>I know how to locate the UK on a world map.</p> <p>I know how to find England in the UK.</p> <p>I know how to read a map to find capital cities.</p>	<p>I know that N Ireland, Wales, England & Scotland make up the UK.</p> <p>I know the names of each capital city in the UK.</p> <p>I know the names of the continents and oceans.</p>	<p>I know how to use a map to locate the 4 countries in the UK.</p> <p>I know how to locate the capital cities of the UK.</p> <p>I know how to locate the continents and oceans on a map.</p>

<p>Human & Physical Geography</p>	<p>I know that some things (features) in the world move and others don't.</p> <p>I know that features such as rivers can be seen on a map.</p>	<p>I know how to identify rivers and the sea on a map.</p>	<p>I know that a physical feature is natural and can name appropriate features.</p> <p>I know that a human feature is man made and can name appropriate features.</p> <p>I know that humans can have a negative impact on the environment.</p>	<p>I know how to locate a physical/human feature on a map.</p> <p>I know how to interpret features on a key.</p> <p>I know how to improve the human impact on the environment.</p>	<p>I know that features can be different depending on the country.</p>	<p>I know how to compare the different features in different countries.</p>
<p>Weather</p>	<p>I know that we have 4 seasons.</p> <p>I know that with each season the weather changes.</p> <p>I know that we have different weathers and can name them (rain, sun, fog, cloudy etc).</p>	<p>I know how we need to dress for each season.</p> <p>I know how the weather changes e.g. in winter it gets cold, in the summer it is hotter.</p>	<p>I know that there are seasonal and daily weather patterns.</p> <p>I know that different weather has symbols.</p> <p>I know that a thermometer shows the temperature.</p>	<p>I know how to interpret weather symbols on a map.</p> <p>I know how to read the temperature on a thermometer.</p>	<p>I know that weather in countries change based on their distance from the equator.</p>	<p>I know how to use a map to identify the equator and use this to support my decision about a country's weather.</p>

5. Medium Term Plans and Front Sheets

Year 1

Marvellous Maps

What I already know...

- I know that a map represents a place (EYFS, UTW)
- I know that maps help us find a place. Maps have a purpose. (EYFS, UTW)
- I have some experience of making a map (EYFS, MM)

Children will explore different maps and learn about symbols and keys. They will then use symbols and keys to create their own map.

Key Vocabulary

Key, Map, Compass, Position, Design, Symbol, Direction, Location

I will learn...

- How to read a key
- To understand what a key is
- The position of N, S, E and W
- To know that a symbol can represent an object

Learning values

Curiosity

Little Explorers

What I already know...

- I about the features of the world around me. EYFS, UTW)
- I have observed changes over time. (EYFS, UTW)
- I have talked about the similarities and differences of the things I notice. (EYFS, MM)

Children will learn about Human and Physical features of their local area and a contrasting area. The children will then write about the two locations including information about their

Key Vocabulary

Human, Physical, Compare, Sketch, Features, localities, fieldwork

I will learn...

- How to classify a Human and Physical feature.
- To begin to compare different localities
- To draw a simple field sketch.
- To understand why some localities have more Human or more physical features.

Learning values

Curiosity

Weather

What I already know...

- I know that the weather changes (EYFS, UTW)
- I there are seasons which have different weather (EYFS, UTW)
- I have observed the changes I see (EYFS, UTW)

Children will learn about the different seasonal and daily weather patterns. Children will learn about hot and cold climates. Then they will make their own weather chart.

Key Vocabulary

Forecast, Patterns, sun, Autumn, Summer, Spring, Winter, clouds, rain

I will learn...

- To understand seasonal weather patterns.
- To understand how and why daily weather changes
- To know that a countries position (N, S, E and W) of the equator effects their climate.
- To know what symbols mean when talking about weather.

Learning values

Curiosity

Year 2

What I already know...

Identifying **Human** and **physical** features (Year 1)

Looking at **globes maps** and **atlases**. Exposure to a **key** to find information, (Year 1)

What maps mean to them and the key purposes. (Year R)

Identifying symbols on a map and drawing maps to follow a route (Year 1)

Let it Grow!

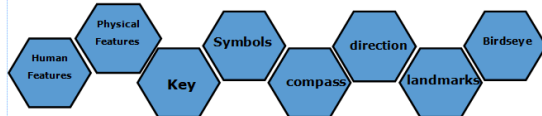
Use your knowledge of physical and human features to think about why the common is used for different purposes. Use your skills to develop your map reading and drawing.



I will learn...

- ⇒ How to use maps, atlases and globes confidently to identify studied regions
- ⇒ How to use simple **compass directions** confidently
- ⇒ How to recognise **landmarks**
- ⇒ To devise a **simple map** with **symbols** in a **key**

Key Vocabulary



What I already know...

Location of England, Scotland, Wales & Ireland. (Year 1)

Looking at **globes maps** and **atlases**. Of the United Kingdom. (Year 1)

What maps mean to them and the key purposes. (Year R)

Beginning to learn about hot & cold climates and the equator. (Year 1)

Locational Knowledge

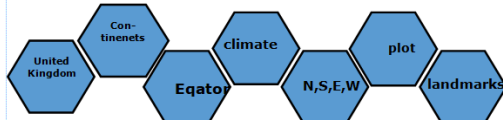
To build your knowledge of the world, naming continents and five oceans. Knowing what makes up the United Kingdom.



I will learn...

- ⇒ How to use maps, atlases and globes confidently to identify studied regions
- ⇒ How to identify parts of the UK and their identifying features.

Key Vocabulary



What I already know...

Identifying **Human** and **physical** features (Year 1)

Looking at **globes maps** and **atlases**. Exposure to a **key** to find information, (Year 1)

What maps mean to them and the key purposes. (Year R)

Comparison of locations (Lepe & Shirley) (Year 1)

Comparing locations

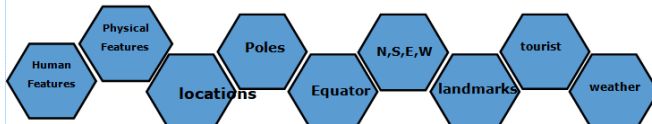
Children will learn about Human and Physical features of two contrasting locations. These will include a location they are familiar with and an unfamiliar one. The children will explore the similarities and differences of these locations and think about what may need to change for the future.



I will learn...

- ⇒ How to classify unfamiliar Human and Physical features.
- ⇒ To compare an unknown location with a familiar one.
- ⇒ To draw their own conclusions about the future of locations.
- ⇒ To reason why some localities have more Human or more physical features.

Key Vocabulary



6. Subject Specific Enhancements

Eco- Warriors

At Shirley Primary School, we encourage all children to develop an awareness of environmental topics in the classroom that can impact our world. We provide children with an opportunity to take leadership of environmental issues in our school and local community. As detailed in our curriculum intent, the incorporation of sustainability and Eco School allows pupils to embrace three core values: nurturing, innovation and aspiration. The Eco Schools programme allows schools to embark on a path towards improving both the environment in both school and the local community while at the same time having a positive impact on the lives of pupils, their families and school staff.

The Eco Warriors meet at least every half term to discuss current issues around the 10 elements of the Eco School and how they are addressed in school. The 10 elements that our school is addressing are:

- Energy
- Water
- Waste
- Litter
- Global Perspectives
- Healthy Living
- School Grounds
- Biodiversity
- Transport
- Marine

We encourage our pupils to take active leadership in changes that they want to make in our school. We complete an environmental review to assess and evaluate our schools sustainability. Our environmental review allows our pupils to generate an idea of what our school needs to become more sustainable and environmentally friendly. After completing our environmental review, our Eco Warriors create an action plan which is used to identify priority elements that need to be developed within our school. We use this action plan to generate 5 targets that can be tackled throughout the school year. To ensure that sustainability is truly integrated into our curriculum, it is imperative that environmental issues are taught throughout our History, Geography and Science lessons.

School Trips

School trips are a great part of enrichment, which allow pupils to see their learning in action. At Shirley Infants School we go on a range of field trips to visit different places. This helps us to compare and contrast different human and physical features, as well as look at maps to see where different locations are.

Weather Watchers!

From as early as Year R we introduce children to equipment for measuring weather and explain how to use it. This is approached thematically, looking at temperature, pressure and rainfall using analogue instruments and data-logging equipment. The children work in small teams, pairs or even individually to record the weather. Throughout the year, children also look through the data collected and highlight any unusual data that might merit a double check.