

## Geographical Explorers learning experience at Merry Hill

### Our Vision (Intent)

At Merry Hill, Geography meets the needs of our young children by beginning with first hand observations within their immediate environment; engaging and responding to their familiar world before broadening their knowledge and understanding within a wider geographical context. We develop our children into '**Curious Learners**' who ask questions about where they live, the people in their community and their place in the world.

We retain prior learning and build on this knowledge through a carefully sequenced curriculum, continuous provision within classrooms (weather charts, jigsaw maps and interactive displays), explicit reference to prior learning through retrieval practice (built into planning) and knowledge organisers. Language is carefully planned and explicitly taught to enable the children to fully access the learning and begin talking like a geographer.

Our '**Collaborative and Ambitious Learners**' first apply their geographical knowledge within our school then venture further afield to the local area e.g Bushey Rose Gardens to deepen their learning within a range of contexts discussing weather, physical and human features and the use of maps. Our 'Eco Warriors' ensure our children understand the impact humans have on our environment and this is considered and discussed whenever we explore our local area.

Our goal is for all pupils to leave Merry Hill with geographical knowledge of our local area, the UK and the ability to name and locate the continents and oceans of the world. Our children will have a compassion for their environment and understand how they can be responsible caretakers of our world. They will have developed a natural curiosity to learn about the world and be equipped with the knowledge and understanding acquired to continue their learning journey into KS2 and beyond.

As pupils progress throughout their time at Merry Hill, as a Geographer, they will be able to think critically and develop a more rigorous understanding to:

- **develop** contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- **understand** the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- **collect, analyse and communicate** with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- **interpret** a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- **communicate** geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

### How we plan and teach Geography (Implementation)

Geography is taught through termly whole school topics, focusing on the knowledge and understanding within Development Matters (Non-statutory framework for the Early Years Foundation stage) and the National Curriculum whilst also building on the interests of our children and taking into account our area and context.

Within lessons you will see:

- Planned first hand experiences, exploring their school, their local area then further afield. (Building on knowledge over time, seeing the connections, associating language with concepts)
- Talk partners in every lesson and in assemblies, promoting use of subject specific language
- Staff explicitly teaching language and modelling language in a range of contexts
- Presentation opportunities
- Opportunity to debate and express their views
- Pupils provided with opportunities to apply their acquired knowledge to more complex examples in KS1
- Use of real life artefacts such as visitors, globes, atlas, maps etc.
- Retrieval practice embedded in sessions

Each year group has a long term plan to map out when each topic will be taught and the areas of the curriculum that will be covered in each half term. Teachers then use the long term plans together with their knowledge of the children's current attainment and interests to plan each unit in more detail. Knowledge organisers are used in each classroom to highlight the knowledge they are learning and the subject specific vocabulary. Assessments are used to inform future planning to ensure work is suitably pitched to support and extend. In the EYFS children's interests lead the curriculum and enhancements to continuous provision are added as they arise.

### Intended Impact on...

#### **Pupil Voice**

Children are inquisitive, asking questions about their surroundings and the people within their community. Children are retaining and correctly applying subject specific vocabulary. Children can articulate how their prior learning has helped them within that lesson when looking at books together.

#### **Evidence in Knowledge and Understanding**

Pupils develop their knowledge and understanding to ensure deep and secure learning.

#### **Application**

Children are able to apply their knowledge and understanding in the way that they behave like a geographer. They make connections in their learning.

#### **Outcomes**

At the end of each year we expect the children to achieve at least ARE for their year group. Some children will progress further and achieve greater depth. Children who have gaps in their knowledge receive appropriate support and interventions to enable them to keep up with our curriculum. Children will be well prepared for their next phase of learning.

An overview of our Merry Hill Topics						
	Autumn Term Time Travellers		Spring Term Dig a Little Deeper		Summer Term Summer Fun	
	Within this topic pupils will develop an understanding of themselves and changes in the world in which they live		Within this topic pupils will understand the effects on changing seasons, they will explore the natural world around them and learn how to care for our local environment.		Within this topic pupils will develop a greater understanding of our environment and changes, thinking about how some environments are different to the ones in which they live in.	
EYFS	<p><b>Ourselves</b> - Begin to understand the need to respect and care for environment and living things</p> <p><b>Space</b> –Draw information from a simple map Recognise some environments that are different to the one in which they live</p>	<p><b>Celebrations</b> - Know there are different countries in the world and talk about the differences they have experienced or seen</p> <p><b>Journeys</b> – Describe what they see, hear and feel whilst outside</p>	<p><b>Dinosaurs / Animals</b>- Use all their senses in hands on exploration of natural materials</p> <p><b>Recycling</b> - Understand the effect of changing seasons on the natural world around them Explore the natural world around them</p>	<p><b>Growing</b> - Explore collections of materials with varieties of properties</p> <p><b>Environment</b> - Explore the natural world around them Recognise some environments that are different to the one in which they live</p>	<p><b>Mini beasts</b> - Understand the key features of the life cycle of a plant and animals</p> <p><b>Sea Animals</b> - Explore the natural world around them Recognise some environments that are different to the one in which they live</p>	<p><b>Transitions</b> - Explore and talk about different forces they can feel</p> <p><b>Road Safety</b> - Describe what they see, hear and feel whilst outside</p>
Year One	<b>Merry Hill our school grounds</b> – developing simple fieldwork and observational skills using aerial photographs.		<b>Bushey</b> – Using human and physical features to describe local area.		<b>UK and surrounding seas</b> - identifying characteristics of each country	
Year Two	<b>London</b> – recapping UK and surrounding seas knowledge. Further development of human and physical features within the context of London, linking to the Great Fire of London in History.		<b>Rainforest</b> – 7 continents and 5 oceans. Comparison with UK using human and physical features		<b>Africa</b> – compare and contrast human and physical features with the UK. Comparison of hot and cold climates.	
Continuous Provision	Based on the children’s interests: Weather charts, Jigsaws, Maps, Retrieval Practice, Small world habitats, Geographical artefacts, ie magnifying glasses, Non fiction books, photos					
Extra-curricular Activity	Bushey Rose Gardens Local area walks and visits					

	<b>Autumn Term: Time Travellers</b> <b>Progression in knowledge and understanding</b>			
	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>• Look for and know signs of Autumn and Winter in our environment</li> <li>• Become familiar with their new environment, i.e. classroom.</li> <li>• Know which country they live in.</li> </ul>	<ul style="list-style-type: none"> <li>• Be familiar with our locality, i.e. talk about their immediate environment, using new vocabulary</li> <li>• Look at books and displays of journeys/countries, etc</li> <li>• Talk about and compare/contrast differences they've experienced /seen in relation to other countries/places, eg holidays, visiting friends family</li> </ul>	<ul style="list-style-type: none"> <li>• To understand how some places are linked to other places e.g. roads, trains.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate the 4 countries of the United Kingdom.</li> <li>• Identify characteristics of the 4 countries.</li> <li>• Name capital cities within the UK.</li> <li>• Name, locate and identify characteristics of the seas surrounding the UK.</li> </ul>
<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>• Respect and care for the natural environment</li> <li>• Draw information from a simple map</li> <li>• Know that there are different countries in the world.</li> <li>• Explore the natural world around them</li> <li>• Describe what they see, hear and feel whilst outside</li> <li>• Recognise some environments that are different to the one in which they live</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the life cycle of plants in relation to Autumn and Winter, i.e. features of our environment</li> <li>• Know that there are different countries in the world and talk about the differences</li> <li>• Recognise some similarities and differences between life in this country and life in other countries</li> <li>• Understand the effect of changing seasons on the natural world around them</li> </ul>	<ul style="list-style-type: none"> <li>• Name, describe and compare familiar places.</li> <li>• Know about some changes that have occurred within our local area either present changes that are happening or changes over time (past aerial photographs of the school compared with the school grounds now).</li> <li>• To develop an understanding of how humans impact on the wider locality and wildlife and how responsibility for the</li> </ul>	<ul style="list-style-type: none"> <li>• Know about some present changes that are happening e.g. at school, in the local environment and within the UK.</li> <li>• Develop an understanding of how humans impact on the wider locality and wildlife and how responsibility for the environment's health lies with people.</li> </ul>

			<p>environment's health lies with people.</p> <ul style="list-style-type: none"> <li>Suggest ideas for improving the school environment.</li> </ul>	
<b>Human and Physical Geography Skills</b>	<ul style="list-style-type: none"> <li>Understand Seasonal changes</li> <li>Name the school/the area they live in/country they live in</li> <li>Begin to recognise differences between the UK and other countries</li> </ul>	<ul style="list-style-type: none"> <li>Know how to make focused observations of the natural world</li> <li>Describe and commenting on things they've seen including plants and animals</li> </ul>	<ul style="list-style-type: none"> <li>Describe seasonal and daily weather changes.</li> <li>Use basic geographical vocabulary to refer to key features of places (hill, sea, ocean, river, soil, farm, house, flats, office, shop)</li> </ul>	<ul style="list-style-type: none"> <li>Know and understand seasonal and daily weather patterns in the UK.</li> <li>Identify 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 key features of places (valley, vegetation, city, town, village)</li> </ul>
<b>Geographical Enquiry and Fieldwork</b>	<ul style="list-style-type: none"> <li>Recognise a map and understand what it is used for.</li> <li>Begin to make maps relating to stories and their imagination</li> <li>Know the meaning of position language and begin to use it independently.</li> <li>Know the name of the road, school and town.</li> <li>Identify local landmarks on journeys in the locality, i.e. journey to school, library, friends</li> <li>Begin to identify seasonal changes and their relation to each other</li> </ul>		<ul style="list-style-type: none"> <li>Ask simple geographical questions and discuss responses.</li> <li>Use knowledge of maps to make simple maps and plans</li> <li>Use directional language forwards, backwards, left and right to describe the location of features and simple routes on a map.</li> <li>Observe and study the geography of the school and its grounds.</li> </ul>	<ul style="list-style-type: none"> <li>Ask more complex geographical questions and discuss responses.</li> <li>Name, locate and identify characteristics of the four countries of the UK.</li> <li>Use world maps, atlases and globes to identify the UK and its countries (Places significant to the children at Merry Hill e.g. Romania, Poland, India)</li> <li>Understand and use simple compass directions (North, East, South and West) and locational language.</li> </ul>
<b>Key vocabulary</b>	Change, Autumn, Winter, leaves, conkers, trees, plants, fall,	Local environment, compare, holidays, seasons,, Spring,	Linked, aerial photograph, hill, sea, ocean, river, soil, farm,	England, Northern Ireland, Scotland, Wales, UK, London,

	environment, England, nature, map, countries, world, school, Bushey, journey	Summer, Autumn, Winter, life-cycle, countries, country names, landmarks	house, flats, office, shop City, country, physical feature, human feature, impact, weather (rain, sunny, cloudy, foggy, stormy, snowy, hail, windy, rainbow, frosty), atlas, globe, forwards, backwards, left, right	Edinburgh, Cardiff, Belfast, North Sea, Equator, North Pole, South Pole, village, town, city, climate, compass, North, South, East, West
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	<b>Spring Term: Dig a Little Deeper</b> <b>Progression in knowledge and understanding</b>			
	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Locational Knowledge Skills</b>	<ul style="list-style-type: none"> <li>• Explore collections of materials with similar and/or different properties</li> <li>• Understand the key features of the life cycle of an animal</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise some similarities and differences and life in other countries</li> <li>• Recognise some environments are different to the one in which they live</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how some places are linked to other places e.g. roads, trains.</li> <li>• Name London as the capital city of England.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate all of the world's 7 continents and 5 oceans.</li> <li>• Name and locate the 4 countries of the United Kingdom and know the characteristics of the 4 countries.</li> <li>• Name capital cities within the UK.</li> <li>• Name, locate and identify characteristics of the seas surrounding the UK.</li> </ul>
<b>Place Knowledge Skills</b>	<ul style="list-style-type: none"> <li>• Begin to understand the concept of growth, change and decay</li> <li>• Begin to understand key vocabulary related to occupations which use Geographical language, ie Palaeontologist</li> <li>• Begin to use books to support their learning, ie non fiction, stories relating to dinosaurs</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use vocabulary related to growth and plants</li> <li>• Begin to understand the life cycle of plants and animals</li> <li>• Use books to support their learning, ie non fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>• Name, describe and compare familiar places, e.g. Bushey Rose Gardens.</li> <li>• Know about some changes that have occurred within our local area either present changes that are happening or changes over time</li> <li>• Suggest ideas for improving the local environment.</li> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK</li> </ul>	<ul style="list-style-type: none"> <li>• Know about some present changes that are happening e.g. at school, in the local environment, within the UK and beyond, e.g. the rainforest.</li> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European (London – Africa).</li> </ul>

<b>Human and Physical Geography Skills</b>	<ul style="list-style-type: none"> <li>• Begin to use new vocabulary as appropriate</li> <li>• Talk about key features of dinosaurs, extinct, carnivore/herbivore, fossils,</li> <li>• Recognise place names such as the Jurassic Coast and China</li> </ul>	<ul style="list-style-type: none"> <li>• Use new vocabulary as appropriate</li> <li>• Identify key features of living things, i.e. animals/plants</li> <li>• Know that plants need sunlight, soil (food) and water to grow</li> </ul>	<ul style="list-style-type: none"> <li>• Know and understand seasonal and daily weather changes.</li> <li>• Use basic geographical vocabulary to refer to key features of Bushey.</li> </ul>	<ul style="list-style-type: none"> <li>• Know and understand seasonal and daily weather patterns in the UK.</li> <li>• Identify 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 key features of places.</li> </ul>
<b>Geographical Skills and Fieldwork</b>	<ul style="list-style-type: none"> <li>• Dig for 'fossils'</li> <li>• Explore the forest environment</li> <li>• Understand the life cycle of animal/plants</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise baby and adult animals</li> </ul>	<ul style="list-style-type: none"> <li>• Ask simple geographical questions and discuss responses.</li> <li>• Understand the features of a map and make simple maps and plans.</li> <li>• Use simple observational skills to study the geography of the local area</li> </ul>	<ul style="list-style-type: none"> <li>• Ask more complex geographical questions and discuss responses.</li> <li>• Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage.</li> <li>• Understand and use simple compass directions (North, East, South and West) and locational language.</li> </ul>
<b>Key vocabulary</b>	Fossils, Dinosaur, Extinct, Carnivore, Herbivore, Similar, Different, Palaeontologist, job/work	Pet, nocturnal, change, growing, job, fruit, vegetable, spade, farm machinery	Physical feature, human feature, city, country, seasons, summer, autumn, spring winter, directional language, route, direction, near, far, left, right, geographical resource, atlas, globe, hill, sea, ocean, river, soil, factory, farm, house, office, shop	Continents, oceans, North America, South America, Europe, Asia, Africa, Antarctica, Oceania, oceans, Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, England, Northern Ireland, Scotland, Wales, UK, London, Edinburgh, Cardiff, Belfast, seasonal weather, daily weather, equator, North Pole, South Pole, North, South, East, West, rainforest,

				<p>emergent layer, canopy layer, understory layer, forest floor, tropical climate, the equator, continent, habitat,</p> <p><b>Physical</b> - beach, cliff, coast, forest, mountain, valley, vegetation.</p> <p><b>Human</b> - city, town, village, port, harbour</p>
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	Summer Term: Summer Fun Progression of knowledge and understanding			
	Nursery	Reception	Year 1	Year 2
<b>Locational Knowledge Skills</b>	<ul style="list-style-type: none"> <li>To know and explore some mini-beast habitats</li> <li>Begin to understand about the eco-system, i.e. green citizens</li> </ul>	<ul style="list-style-type: none"> <li>Understand the importance of recycling</li> <li>Understand how that there are different features/habitats of our country i.e. beaches, rock pool</li> </ul>	<ul style="list-style-type: none"> <li>To understand how some places are linked to other places eg roads, trains.</li> <li>To name and locate the 4 countries of the United Kingdom.</li> <li>To identify characteristics of the 4 countries.</li> <li>To name capital cities within the UK.</li> </ul>	<ul style="list-style-type: none"> <li>To name and locate all of the world's 7 continents and 5 oceans.</li> </ul>
<b>Place Knowledge Skills</b>	<ul style="list-style-type: none"> <li>Identify a variety of mini beast habitats</li> <li>Begin to understand what their environment entails</li> </ul>	<ul style="list-style-type: none"> <li>Identify some features of their immediate environment</li> <li>Begin to understand features of different environments</li> </ul>	<ul style="list-style-type: none"> <li>Name, describe and compare familiar places.</li> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK</li> </ul>	<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 of a small area in a contrasting non-European (London – Africa).</li> </ul>
<b>Human and Physical Geography Skills</b>	<ul style="list-style-type: none"> <li>Name the four seasons</li> <li>Name the current season</li> <li>Know some of the characteristics of the seasons</li> <li>Use vocabulary to describe features of mini beast habitats</li> <li>Create supportive habitats for mini beasts</li> </ul>	<ul style="list-style-type: none"> <li>Name the four seasons and their characteristics comparing and contrasting</li> <li>Identify different types of transport</li> <li>Identify some features of beach and shore</li> </ul>	<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the UK.</li> <li>Use basic geographical vocabulary to refer to key features of places. <b>Physical</b> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation. <b>Human</b> city, town, village, factory, farm, house, office, port, harbour, shop</li> </ul>	<ul style="list-style-type: none"> <li>Describe seasonal and daily weather changes.</li> <li>To use basic geographical vocabulary to refer to key features of places. <b>Physical</b> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation. <b>Human</b> city, town, village, factory, farm, house, office, port, harbour, shop</li> </ul>

				<ul style="list-style-type: none"> <li>To identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles.</li> </ul>
<b>Geographical Skills and Fieldwork</b>	<ul style="list-style-type: none"> <li>Use magnifying glasses to observe mini beast habitats in our environment indoors and out</li> <li>Use different media to observe mini beasts in their habitats, such as ant houses/compost bins</li> <li>Understand that some items can be recycled.</li> <li>Separate classroom 'tidy up' rubbish into different bins with some support</li> <li>Use compost bin independently and know why this is important</li> </ul>	<ul style="list-style-type: none"> <li>Have an understanding of how to look after and clean up our environment, e.g. Using litter pickers</li> <li>Understand that some items can be reduced, reused and recycled.</li> <li>Separate classroom 'tidy up' rubbish into different bins independently</li> <li>Understand the importance of using compost bins and relate it to pollution.</li> <li>Use knowledge of maps to draw a map of the immediate environment indoors and out</li> </ul>	<ul style="list-style-type: none"> <li>Ask simple geographical questions and discuss responses</li> <li>Use world maps, atlases and globes to identify the UK and its countries (also, places significant to the children at Merry Hill e.g. Romania, Poland, India)</li> </ul>	<ul style="list-style-type: none"> <li>Ask more complex geographical questions and discuss responses.</li> <li>Understand how to use a key with a map.</li> <li>Use knowledge of maps and keys to construct a simple map with a key.</li> <li>Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage.</li> <li>Use simple compass directions (North, East, South and West) and locational language.</li> </ul>
<b>Key vocabulary</b>	Mini beast, insect, habitat, environment, seasons, spring, summer, autumn, winter, cold, warm, hot, ice, leaves, magnifying glass, recycling, compost, soil, antennae, pattern,	Recycling, recycle, reduce, reuse, habitats, damp beach, sea, rock pools, pollution, rubbish/waste, bin, environment, litter picker	Physical feature, human feature, city, country, seasons, summer, autumn, spring winter, directional language (route, direction, near, far, left, right), geographical resources (atlas, globe, map), United Kingdom (England, Ireland, Scotland, Wales), capital cities (London, Edinburgh, Cardiff, Belfast),	Continents, oceans, North America, South America, Europe, Asia, Africa, Antarctica, Oceania, oceans, Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, contrasting, European, non-European, city, capital city, country, climate, equator, North Pole, South Pole, hotel, human features, humid, landscape, physical features, temperature, tourist, town, vegetation, village, weather, key

