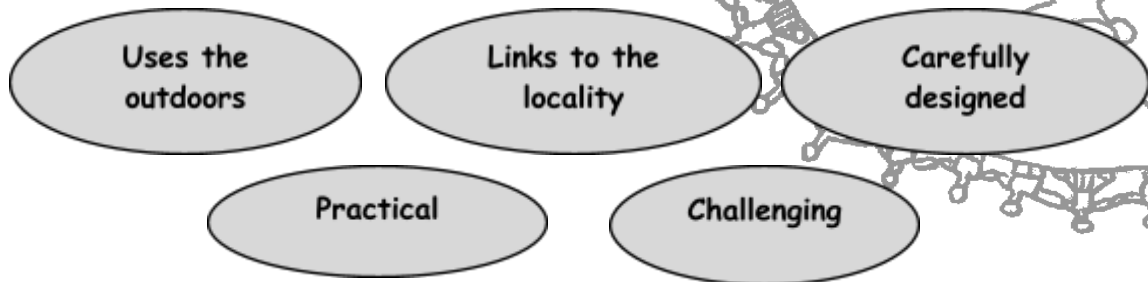


Geography at Belmont Infants

Our intent

At Belmont Infant School we deliver a high-quality geography education that will inspire a curiosity and fascination about the world and its people that will remain with our children for the rest of their lives.



Through our Geography curriculum children will learn:

- To collect, analyse and communicate with a range of data gathered through experiences of fieldwork;
- To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs;
- To enjoy looking at a variety of maps, interpreting and understanding keys and labels, drawing and using their own to find familiar places and hidden objects;
- To know and use geographical **vocabulary** to refer to human and physical environments;
- To use simple compass directions;
- To observe local and faraway places comparing and contrasting with one another;
- To name and remember place names and understand where they are in the world.

Implementation

Geography is taught in units, with lessons sometimes blocked to allow immersion in the process. Each strand of Geography is covered and revisited so that pupils retain and build upon prior learning. Geography is resourced with appropriate equipment and materials both in the inside and outside learning environments.

Children will begin to learn about the world through play and exciting, enticing activities in Nursery. In Reception they begin to look at the local area and its amenities, in Year 1 this moves to Haringey and in Year 2 to the city of London. When studying a contrasting locality it is through comparing prior knowledge of the River Thames and London with a river and city in a different part of the world.

In every unit the children take part in fieldtrips where they look at and begin to interpret maps and directions to help them find their way and develop related geographical knowledge. Children are expected to apply map reading skills in preparation for all school trips, of which there are many - at least two a term.

Impact

The role of geography at Belmont Infants is to promote an awareness of environmental and geographical issues and encourage a thoughtful and reflective approach.

We will change the place we learn about depending on the **demographics** of our children but aim for an African or Caribbean contrasting locations this supports Haringey's drive to engage these communities.

Geography has an important part to play in contributing to children's understanding of the range of their identities - personal, local, national and global, as well as those of the wider community. We will engage with issues around **race, religion, culture, identity** and values in a way that meets the needs of all our children. We will consider how can we ensure staff and children respect each other's differences and build on commonalities and whether we appreciate our own and others' distinct identities. We want to provide a sense of belonging and identity for all our children, as well as tolerance and understanding.

EYFS

Nursery

Theme 1: Getting to Know You (Autumn 2)

Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.

Talk about the features of their own immediate environment.

Begin to make sense of their own life-story and family's history.

Links to past learning	Vocabulary	Diverse figure
Names of important family members learned at home. Finding out about places children have visited with their families and previous child carers.	Playground, street, park, grass, park, sandpit, woodchip, hill, garden, same, different, house, flat	
Links to future learning		
Begin to notice that we all live in different types of houses/ different places (similarities/ differences Rec theme 3)		

Key knowledge, skills and concepts

- Name and compare habitats in the school
- Name physical features in the local area
- Know that some places are further away than others
- Name and recognise local amenities and favourite places to visit
- Talk about photos of their families and their memories.
- **Draw** large scale 'maps' on shared paper- adding familiar places and opening conversations with children
- **Observe and compare** pictures of features of the local area
- **Hunt** for local features

Ongoing provision

Our Nursery has a wide range of small world toys, floor maps, atlases, maps, globes, beebots and vehicles which the children are able to access throughout the day. The resources provided give the children the opportunity to explore the space and develop their understanding of early geographical concepts, such as space, scale, distance and direction.


Our Nursery children have the opportunity to go on two trips - one locally to **Lordship Rec** and the other further afield, to the **October Gallery** in central London. Staff will ensure visits beyond the school grounds involve discussion around comparing the area with the school, distance and how far to travel and how to get there. Children will have opportunities to look at different maps and globes to get a sense of size and distance.

Nursery

Theme 2: Adventures and Journeys (Summer 1)

Knows about similarities and differences in relation to places.

Talks about the features of their own immediate environment and how environments might vary from one another

Links to past learning	Vocabulary	Diverse figure
Links to 'getting to know you' Children progress from fav familiar adults/ places at home to fav local places to visit	Same, different, similar, world, school, playground, street, park route, environment	Ferdinand Magellan (4 Feb 1480 · Sabrosa, Portugal) First person to travel the whole world by sea
Links to future learning		
Children progress to visiting further afield in Reception where they visit shops and local amenities. Children develop a broader interest in maps after initial exposure in Nur.		

Key knowledge, skills and concepts

- Name favourite places to visit and explain why
- Talk about and observe why are there different areas/ things to do in the park?
- Name places in the local area - Lordship Rec, Downhills Park, Belmont Rec, Turnpike Lane Tube
- Name and compare physical features in the local environment e.g. hill, woods, park, pond
- Name different types of transport - tube, bus, car
- Look at maps and photos and point out parks/ houses/ streets/ familiar surroundings



Fieldwork- go for a walk (in Lordship Rec) to see the woods, hill, grassland, views of Tottenham



Compare and **contrast** the view in the Rec with the view from home / the school



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Reception		
Theme 3: Bookshops, Bakers and Candlestick Makers (Spring 2) Knows about similarities and differences between themselves and others, and among families, communities and traditions.		
Links to past learning Nursery children talked about their families and how they may be the same and different as well as their favourite places locally	Vocabulary Same, different, similar, world shop, amenity, map, route, direction, local	Diverse figures Jane Jacobs (1916-2006) - activist who influenced sociology, and economics. She argued that urban renewal and slum clearance did not respect the needs of city-dwellers and organised efforts to protect neighbourhoods from them. Jan Gehl (1936-) Danish architect and urban design consultant based in Copenhagen whose career has focused on improving the quality of urban life by re-orienting city design towards the pedestrian and cyclist.
Links to future learning KS1 children will begin to look at maps and aerial pictures in more detail and will read maps and understand scale.	 	
Key knowledge, skills and concepts		
Disciplinary content <ul style="list-style-type: none"> Look at simple maps and begin to understand they relate to a certain area Compare and contrast the amenities around the school with those at Turnpike Lane Fieldwork - survey the types of shops at Turnpike Lane Analyse data and find out why are there fewer amenities near the school 		
Substantive content <ul style="list-style-type: none"> Name and locate foods from around the world on a map Name different types of shops in the local area e.g. grocery shops, bakery shops, supermarkets, clothing shops That different shops provide different services Discuss and understand why there are certain shops in the local area and understand that neighbourhoods have a range of amenities /shops to serve their community Understand that residential areas have less shops and that amenities are together for convenience, often in a shopping centre or near a tube station (in London) 		
Ongoing provision <p>Our Reception classrooms and garden have a variety of small world toys, floor maps, maps, atlases, beebots and vehicles which the children are able to access throughout the day. The resources provided give the children the opportunity to explore the space and develop their understanding of early geographical concepts, such as space, scale, distance and direction.</p> <p>Our Reception children go on several trips- to the local shops, to the Natural History Museum and to Capel Manor. Staff use these visits as an opportunity to involve children in route planning, mapping, discussion about transport and to compare parts of London with our locality.</p>		

Key Stage 1		
Year 1		
Ongoing theme: Weather		
<p><u>Human and physical geography</u> Identify seasonal and daily weather patterns in the UK</p> <p><u>Geographical skills & fieldwork</u> Use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key physical features of its surrounding environment.</p>		
Links to past learning	Vocabulary	Diverse figure
Was it hold or cold in your favourite place? Have you been on holiday to any colder/ hotter/ snowier places?	Thunder, lightening, gale, showers, temperature, measure, degrees, Celsius, thermometer	<p>June Bacon-Bercey - Known for being the first woman, as well as the first African American, to be awarded the American Meteorological Society's "seal of approval" for excellence in television weathercasting, as well as being the first black woman to earn a meteorology degree in the '50's.</p> <p>John Dalton British weather pioneer. Born September 6, 1766. He used homemade instruments to start recording weather observations. He helped to turn the forecasting of weather into actual science. When weather forecasters of today talk about the earliest existing weather records in the UK, they are generally referring to Dalton's records.</p>
<p>Links to future learning</p> <p>Understand that different countries have different types of weather (Eg Africa is closer to the equator and is much hotter).</p>	 	
Key knowledge, skills and concepts		
Disciplinary content		
<ul style="list-style-type: none"> • Fieldwork -set up a weather station and record rainfall data- <i>How can I collect weather data?</i> <p><i>Is the weather the same all over the UK?</i></p> <ul style="list-style-type: none"> • Observational skills - observe and record the weather each day as a class- <i>What is the weather like where I live?</i> • Mapping - use BBC Weather to look at maps of the UK, identify where London is and the weather patterns. Understand and use common weather symbols 		
Substantive content		
<ul style="list-style-type: none"> • To know the weather changes daily or hourly • Name different types of weather • Discuss how weather effects our daily life 		

Year 1		
Theme 1: On the buses		
Links to past learning	Vocabulary	Diverse figure
Expand on map work (exploring maps in FS) by looking/using at maps in more detail, introducing scale. Expand on knowledge of place by looking at local area.	Borough, Haringey, capital city, human features, physical features key, survey, tally, capital city, Wood Green, route	Jill Viner (1952-1996) became the first woman to drive a London bus licensed to carry passengers in June 1974. She was based at Norbiton garage in south west London, and her first bus was an RT type. Jill retired from driving buses in 1993.
Links to future learning	 	Phyllis Pearsall (1906-1996), created the 'A to Z' map of London by walking more than 3,000 miles of roads throughout the city. Produced the map to cover the rapidly expanding area of London, including places of interest such as museums, bus routes etc. Pearsall claimed she woke up at 5am every day, and went to bed after an 18-hour working day
Links to more detailed map work in year 2 where children looking at keys, compass points and longitude and latitude. Comparing local area and the city of London leads into whole word study and comparisons between 2 countries.		
Key knowledge, skills and concepts		
Disciplinary content		
<ul style="list-style-type: none"> • Identify key features on aerial photos of the school and local area • Identify key features on maps of the local area • Mapping - find their way to and around local amenities e.g Lordship, Downhills • Field work - go out and about in the local area and identify human and physical features • Devise simple maps of the local amenities e.g. park • Observational skills - observe the types of building in central London, tally different amenities in central London compared to N22 <p>Fieldwork - survey transport links in the area using a tally (bus station visit)</p>		
Substantive content		
<ul style="list-style-type: none"> • That we live in the Local Authority of Haringey which is in London • That London is divided into 32 local authorities - local ones are Enfield, Hackney and Islington • That London is the capital city of England • How to travel by bus to local places of interest - Wood Green, Fire Station, Bruce Castle, Finsbury Park, Walthamstow Wetlands - using a bus map • Know how well connected our area is to other parts of London - see bus planners, bus stop maps • Know that human geographical features - playgrounds, pathways, roads, houses... - are created by humans • Know that physical geographical features - woodland, hill, pond... - are created naturally • Know the impact of humans on their environment i.e. much of London's nature has been landscaped 		

Year 2

Theme 1: I Love London

Place knowledge

Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas

Human and physical geography

Use basic geographical vocabulary to refer to key physical features and key human features (city, town, village, factory, farm, house, office, shop, port, harbour)

Geographical skills & fieldwork

Use simple compass directions, location and directional language, describe features on a map

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key

Use fieldwork and observational skills to study the human and physical features of the surrounding

Links to past learning

Further expand on map work at different maps, introducing keys and having a go at drawing their own maps.

Links with Y1 central London trip along the Thames with a brief

Links to future learning

Future learning in year 3 compares London to another city. This unit will give children comparative language and introduce them to some basic geographical language relating to London.

Vocabulary

city town village country
county continent aerial
skyscraper landmark



Diverse figure

Henry Charles Beck (1902- 1974) was an English technical draughtsman who created the present London Underground Tube map in 1931. Beck drew the diagram in his spare time while working at the London Underground Signals Office. London Underground tentatively introduced it to the public in a small pamphlet in 1933. It was immediately popular, and the Underground has used topological maps to illustrate the network ever since.

Key knowledge, skills and concepts

Disciplinary content

What are the features of this place?

What features are in the centre of a capital city? E.g. City, shopping, landmarks?

Why are there more amenities and attractions in the centre (compared to Haringey / N22)?

Identify key features of London on a map and aerial photos - River Thames,

Mapping - find their way around London using the tube map, particularly Piccadilly Line map

Fieldwork - go out and about in London, comparing Haringey with central London, the city, the buildings

Observational skills - observe the types of building in central London, tally different amenities in central London compared to N22

Substantive content

- That a town is a place where people live and work, it contains many houses, shops, places of work, places of entertainment, etc., and usually larger than a village but smaller than a city
- That a city is a large town that has a cathedral
- That a capital city is the city or town that functions as the seat of government and administrative centre of a country or region
- That London is the capital of England
- That 8.9 million people live in London
- Know where London is on a map of England, the UK, Europe, the world
- Name key London landmarks: The London Eye, Houses of Parliament, Big Ben, St. Paul's Cathedral, The Tower of London, The Monument.

- Know how to travel around London using a tube map to help
- Know that the River Thames is the longest river in England - runs through London

Year 2

Theme 2: Life on the River

The River and Country/ City learned about for this theme can change each year depending on the demographic of the cohort of children in year 2. This Year (2022) we have chosen to compare London and the River Thames with Accra, Ghana and the River Densu.

Place knowledge

Understand geographical similarities and differences through studying the human and physical geography of a small area of (London) and a non-European country. Name and locate the world's seven continents and five oceans



Human and physical geography

Identify the location of hot and cold areas of the world in relation to the Equator and N and S Poles and hot and cold areas in

Geographical skills & fieldwork

Use maps, atlases, globes to identify the UK

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map; use and construct basic symbols in a key

Links to past learning	Vocabulary	Diverse figure(s)
Year 2 Thames study	mountains coast population density river source riverbank valley	Muhammad al-Idrisi 1100 C.E c one of the most advanced 1 st map the word) 
Links to future learning	estuary tributary mouth settlement village town city rural urban	Jeanne Baret 27/6/1940 1 st woman to travel all 197 countries, disguised as man as French Navy disallowed women on its ships 
Year 3 study of Rivers in more detail including processes of Rivers, landforms and flooding.		

Key knowledge, skills and concepts

Disciplinary content

Compare and **contrast** London with another capital city

Compare and **contrast** life along the river

Use maps to locate the chosen country in the continent of Africa, where it is in relation to the Equator and the Poles

Identify key features of each location on a map - river, tributaries, estuary, sea, settlement, surrounding countries, forest

Begin to pose **questions** about the contrasting locality e.g. How do the travel around xx? What kind of jobs do people do? How is the river used?

Substantive content

- Name and describe the features of London and another African country
- Describe how two places in the world are similar
- Describe how are these two places in the world different
- To identify where the chosen country is in relation to London, England, UK and Europe
- To compare and contrast life along two famous rivers, the Thames and one in a non-European country e.g. River Densu in Ghana
- To understand the importance of rivers as a resource
- Use maps, atlases, globes to identify the UK, London, The River Thames and places from the chosen non-European country Africa e.g. Ghana, Accra and The River Densu (link to prev topic - I Love London)

- Know that many cities are built on/near and rely (or did historically) on rivers (for food/ transport/ trade)
- Know that as you travel upstream the river changes and life on the banks changes, purpose changes

upstream a river gets narrower and the landscape gets more rural - different industry, more farming, smaller settlements