

Geography



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What Geography Looks like at Moat Farm Infant School

School Vision, Values and Moto

Our staff and Governors will...

- Work in partnership with our families, the local community and external agencies for the benefit of our children.
- Provide a curriculum that is relevant, exciting, challenging and responsive to the needs of all children and enables them to flourish, make choices and take risks
- Be committed and dedicated to inspiring young learners with high quality teaching and learning environments and a focus on developing essential life skills.
- Provide a safe environment where children have a voice, are listened to, feel safe and are happy.
- Be good role models, provide high expectations and enable all children to reach their full potential.
- Empower children to share responsibility for their learning and behaviour.
- Create an ethos of inclusivity, respect and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Be committed to professional development in order to continually improve our practice.

Our Children will ...

- Feel safe, valued, included and empowered and have a positive self-image and attitude.
- Be able to make appropriate choices for behaviour, to understand the consequences of their own and others' behaviour and learn to distinguish right from wrong.
- Be willing to try their best and take responsibility for their own learning so that they are able to fulfil their potential.

- Feel part of a community through the establishment of supportive and positive relationships with their peers and other adults.
- Be able to understand and express their ideas, feelings and beliefs in the knowledge that they will be listened to and respected.
- Communicate effectively and think creatively, solve problems, work collaboratively and persevere even when things get tricky.
- Be able to read and write with fluency and accuracy for a range of purposes and enjoyment and to work mathematically with confidence and understanding.
- Have dreams and aspirations, be open to possibilities and be all that they can be.
- Be physically and emotionally healthy and keen to learn.
- Be independent, confident, resilient and curious.

School Values

A value is a principle that guides our thinking and our behaviour. At Moat Farm Infant School, every child is valued for who they are and what they contribute to school. Values are intended to support the personal, social and spiritual development of every pupil in school.

Our school has 6 core values:

❖ Collaboration

To show we can collaborate we need to:
work together
listen to each other
share and take turns

❖ Respect

When we are respectful we:
listen to others
show good manners
treat everybody fairly

❖ Creativity

To show we are creative, we need to:
have our own ideas
use our imagination
ask questions
try new things

❖ Perseverance

To show we persevere we need to show:
we don't give up
we try our very best
we are not afraid to make mistakes
we learn from our mistakes, even when things are difficult

❖ Caring

To show we are caring we need to care for:
ourselves
others
the environment
things around us

❖ Reflectiveness

*When we reflect we:
stop and think
use what we already know
ask questions
think about our learning*

A new value is taught every half term.

Our school motto is 'At Moat Farm Infants every day; we learn, achieve, have fun and play!'



Aims

Intent

We use Kapow Primary's Geography scheme of work. This aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them. Our scheme encourages:

- A strong focus on developing both geographical skills and knowledge.
- Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- The development of fieldwork skills across each year group.
- A deep interest and knowledge of pupils' locality and how it differs from other areas of the world.
- A growing understanding of geographical terms and vocabulary.

Kapow Primary's Geography scheme of work enables pupils to meet the end of key stage attainment targets in the National curriculum. The aims also align with those in the National curriculum.

Implementation

The National curriculum organises the Geography attainment targets under four subheadings or strands:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Kapow Primary's Geography scheme has a clear progression of skills and knowledge within these four strands across each year group. Our Progression of skills and knowledge shows the skills taught within each year

group and how these develop to ensure that attainment targets are securely met by the end of each key stage.

Our National curriculum mapping document shows which of our units cover each of the National curriculum attainment targets as well as each of the four strands.

The Kapow Primary scheme is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge, in particular, will be reviewed in each unit to coincide with our belief that this will consolidate children's understanding of key concepts, such as scale and place, in Geography. Cross-curricular links are included throughout each unit, allowing children to make connections and apply their Geography skills to other areas of learning.

Our enquiry questions form the basis for our units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions.

We have designed these questions to be open-ended with no preconceived answers and therefore they are genuinely purposeful and engage pupils in generating a real change. In attempting to answer them, children learn how to collect, interpret and present data using geographical methodologies and make informed decisions by applying their geographical knowledge.

Each unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible. Kapow Primary units follow an enquiry cycle that maps out the fieldwork process of question, observe, measure, record, and present, to reflect the elements mentioned in the National curriculum. This ensures children will learn how to decide on an area of enquiry, plan to measure data using a range of methods, capture the data and present it to a range of appropriate stakeholders in various formats.

Fieldwork includes smaller opportunities on the school grounds to larger-scale visits to investigate physical and human features. Developing fieldwork skills within the school environment and revisiting them in multiple units enables pupils to consolidate their understanding of various methods. It also gives children the confidence to evaluate methodologies without always having to leave the school grounds and do so within the confines of a familiar place. This makes fieldwork regular and accessible while giving children a thorough understanding of their locality, providing a solid foundation when comparing it with other places.

Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer-based and

collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Differentiated guidance is available for every lesson to ensure that all pupils can access learning, and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Impact

An enquiry-based approach to learning will allow teachers to assess children against the National curriculum expectations for Geography. The impact of Kapow Primary's scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a unit quiz and knowledge catcher, which can be used at the start or end of the unit to assess children's understanding. Opportunities for children to present their findings using their geographical skills will also form part of the assessment process in each unit. After implementing Kapow Primary Geography, pupils should leave school equipped with a range of skills and knowledge to enable them to study Geography with confidence at Key stage 3. We hope to shape children into curious and inspired geographers with respect and appreciation for the world around them alongside an understanding of the interconnection between the human and the physical.

Teaching and Learning

We teach Geography on a half termly basis. The other half term, History is taught. This allows for 3 topics of Geography to be taught for an average of 6 weeks, with a week to assess and plug any gaps in the children's learning.

At Moat Farm Infant School, we follow the scheme, 'Kapow'. This is a spiral approach which links to our school assessment. We feel Geography is enriched with units that have a clear sense of sequence of learning. The lessons are organised into the core strands from the National Curriculum; Locational knowledge, Place knowledge, Human and physical geography and Geography skills and fieldwork. 'Kapow' has interplay throughout lessons so that more than one strand or concept may be seen across one unit.

Monitoring and Review

Monitoring of planning is undertaken by the subject leader on a regular basis. The head teacher and SLT undertake lesson observations, in accordance with the School Monitoring Plan, of Geography across the school. The work of the Geography subject leader also involves supporting colleagues in the teaching of Geography being informed about current developments and providing a strategic lead and direction for the subject in the school.

Inclusion and Equal opportunities including SEND

Moat Farm Infant School is an inclusive school. We teach children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to children. Through our teaching of Geography, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. We concentrate on children's abilities and assessment against the National curriculum (Key Skills) and SEND Key skills which allows us to consider each child's attainment and progress towards their expected levels.

Where possible more able pupils will be taught with their own class and stretched through differentiated group work and extra challenges. When working with the whole class, teachers will plan for questions that can be answered by pupils inclusively.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – organisational, teaching materials, teaching styles and differentiation. This will enable some additional action to be taken to enable the child to learn more effectively.

Our SEND Hub provision enables learning to support our children in achieving Geography targets. For our SEND Hub, we have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all of our children to feel that they are a valued part of our school community. We respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

We pride ourselves in the inclusive nature of our school, children mix happily and are fully accepted into school life by staff and their peers. We aim for children to integrate into learning and social times and we are happy to adapt and be flexible to ensure each child is settled, has provision to meet their specific needs and ensure they make excellent progress from their individual starting points.

Other Curriculum area links

At Moat Farm Infant School, we make cross curricular links where appropriate. Our curriculum provides numerous opportunities to apply skills different ways including in R.E where children can learn about the religions of countries explored in geography and also in english where information learnt in geography is used as a stimulus for writing.

Enrichments and links made within the community

Our geography curriculum is designed to make links within our local community. Throughout EYFS and KS1 pupils will take part in a range of enrichment within our community:

- Homework linked to geography
- Inviting visitors in where appropriate

SMSC and British Values in Geography

KS1

Spiritual	Moral
By studying the physical Geography of a locality, pupils are provided with opportunities to appreciate and enjoy our planet, and locality. In turn, by learning about human geographical features our children can be inspired and motivated by the possibilities of their future careers and believe in the endless possibilities they have to make a difference upon this world.	By teaching children about their moral responsibility to care for the world they live in, they gain a wider knowledge of contrasting economic climates which promotes a sense of thankfulness. Through the exploration of geographical topics across the curriculum, exploration of inequalities found across the globe are highlighted which encourages a sense of empathy towards others.
Social	Cultural
Geography lessons encourage the development of social skills as children have to work together and share their knowledge when working on the essential skills of mapping, enquiry tasks, completing fieldwork tasks and communicating their findings with others.	Children will take part in studies of their local area, which encourage them to become more culturally aware of the society around them. By doing this, children will gain a knowledge and respect of other faiths, cultures and beliefs but also be fully encouraged to reflect on their own faith and how this impacts on their view of the world.

Geography in the Early Years Foundation Stage

Statutory Frameworks

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the prime areas:

- communication and language
- physical development
- personal, social and emotional development

Geography as an Educational Programme

People and communities is a specific area of learning.

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Geography as an ELG

ELG: People culture and communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

- Know some similarities and differences between different religious and cultural

communities in this country, drawing on their experiences and what has been

read in class;

- Explain some similarities and differences between life in this country and life in

other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Development Matters

No job is more important than working with children in the early years. Development Matters has been written for all early years practitioners, for childminders and staff in nurseries, nursery schools, and nursery and reception classes in school. It offers a top-level view of how children develop and learn. It guides, but does not replace, professional judgement. The guidance can also help you to meet the requirements of the statutory framework for the early years foundation stage.

Birth to three

Explore and respond to different natural phenomena in their setting and on trips.

Explore natural materials, indoors and outside.

3 and 4 year olds

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Reception children

Recognise some similarities and differences between life in this country and life in other countries.

Explore the natural world around them.

Describe what they see, hear and feel whilst outside.

Recognise some environments that are different to the one in which they live.

Geography and the National Curriculum

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- 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

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study

Subject content

Key stage 1

Pupils should be taught to:

Locational knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- 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
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- 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

- 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
- 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
- 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

Moat Farm Infant School Geography Curriculum Overview 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery					Country of the week	Beach day
Reception			What information can we see on a map?	Explore the difference between home and away	Geography- Bear's UK Travels Geography- City or countryside? Kapow	
Year 1	History	Geography - What is it like here?	History	Geography – What is the weather like in the UK?	History	Geography -What is it like to live in Shanghai?
Year 2	History	Geography – Would you prefer to live in a hot or cold place?	History	Geography – Why is our world wonderful?	History	Geography - What is it like to live by the coast?

Moat Farm Infant School Geography Threshold Concepts and the Kapow progression of skills

Locating three features on an aerial photograph of the school and knowing the name of the country and village, town or city in which they live.
Making a map of the classroom with four key features and representing the distance and direction of objects in the classroom.
Recognising four features in the school grounds using a map.
Adding three features to a map using simple symbols and using directional language to describe their location.
Completing a questionnaire to explain how they feel about three areas of the playground and finding out how others feel by looking at the results of a survey.
Drawing a design to improve three areas of the playground using the results from the survey.
Naming and locating the four countries on a map of the UK and identifying the country they live in.
Identifying the four seasons and describing some seasonal changes.
Identifying the four compass directions and using them to describe the location of features.
Observing daily weather patterns by describing a type of weather in the school grounds and sketching their observations.
Beginning to locate the four capital cities of the UK and describing the weather in each location.
Explaining what the weather is like in each season in the UK and suggesting appropriate clothing and activities for each season.
Giving examples of human and physical features; identifying the features they see on a walk; explaining the location of the features using some directional language.
Using an aerial photograph to locate physical and human features; drawing simple pictures or symbols and using colour; drawing a compass.
Naming the continent they live in; using an atlas to locate the UK and China on a world map; using an atlas to locate Europe and Asia on a world map; labelling and colouring these on a world map.
Identifying China's physical and human geography; sorting photographs into physical and human features and writing a sentence stating the type of feature.
Identifying physical and human features in images of Shanghai and beginning to compare where they live to Shanghai.
Comparing Shanghai to their locality; identifying similarities and differences between human and physical features.
Naming and locating the seven continents on a world map.

Correctly locating the North and South Poles on a world map.
Locating the Equator on a world map and two of the countries it runs through, describing some of the features found along the Equator.
Describing some similarities and differences between the UK and Kenya.
Investigating the weather and explaining whether they live in a hot or cold place.
Recognising the geographical features of hot and cold places and locating some countries with hot or cold climates on a world map
Identifying and locating characteristics of the UK on a map.
Identifying human and physical features and locating them on a world map.
Understanding the difference between oceans and seas. Naming and locating the five oceans on a world map.
Using an aerial photograph to draw a simple sketch map using symbols for human and physical features.
Observing physical features found on a walk, collecting data by sketching findings on a map and completing a tally chart.
Presenting their findings in a bar chart; suggesting ways to look after natural habitats.
Naming and locating the seas and oceans surrounding the UK in an atlas; labelling the seas and oceans around the UK on a map of the UK; describing the location of the seas and oceans using compass points.
Defining what the coast is; locating coasts in the UK; naming some of the physical features of coasts; explaining the location of UK coasts using the four compass directions.
Naming features of coasts; labelling features on a photograph.
Identifying human features in a coastal town; describing how people use the coast.
Following a prepared route on a map; identifying human features; recording data using a tally chart.
Summarising the types of human features they saw on the local coast; representing data in a pictogram; describing how the local coast has been used.

Moat Farm Infant School Geography Progression of Vocabulary - EYFS

Geographical skills and fieldwork	Human and physical geography		Locational knowledge
Geographical	Human	Physical	
<ul style="list-style-type: none"> • direction • feature • find • journey 	Exploring maps		
	<ul style="list-style-type: none"> • building • car park • field • house • park • path • road 	<ul style="list-style-type: none"> • lake • river 	<ul style="list-style-type: none"> • town • village
Mapping	Outdoor adventures		
<ul style="list-style-type: none"> • above • aerial • bird's eye view • map 		<ul style="list-style-type: none"> • acorn • autumn • bark • dark • dry • feather • flower • freezing • frosty • hot • leaf • rain • seed • snow • spring • summer • sun • sunny • twig • wet • winter 	
Fieldwork			
<ul style="list-style-type: none"> • identify • look • photograph • route • search • feel • look • notice • observe • see • smell • Sound • touch 			

Moat Farm Infant School Geography Progression of Vocabulary

Year 1- Vocabulary progression

Geographical skills and fieldwork	Human and physical geography		Locational knowledge
Geographical	Human	Physical	
<ul style="list-style-type: none"> • aerial view • aerial photograph • distance • location • locate • near • far • left • right • north • features • direction • physical feature • human feature • similar • different 	What is it like here?		
	<ul style="list-style-type: none"> • village • town • city 	<ul style="list-style-type: none"> • land • lake • river • ocean • sea 	<ul style="list-style-type: none"> • place • continent • country
	What is the weather like in the UK?		
		<ul style="list-style-type: none"> • weather • season • climate 	<ul style="list-style-type: none"> • Europe • England • Scotland • Wales • Northern Ireland • United Kingdom (UK)
	What is it like to live in Shanghai?		
	<ul style="list-style-type: none"> • port • harbour • skyscraper • metro • transport 	<ul style="list-style-type: none"> • desert 	<ul style="list-style-type: none"> • Asia • China • Shanghai
Mapping			
<ul style="list-style-type: none"> • map • globe • atlas • symbol • key 			
Fieldwork			
<ul style="list-style-type: none"> • survey • questionnaire • compass • rain gauge • thermometer • temperature • weather vane 			

Year 2- Vocabulary progression

Geographical skills and fieldwork	Human and physical geography		Locational knowledge
Geographical	Human	Physical	
<ul style="list-style-type: none"> landmark 	Would you prefer to live in a hot or cold place?		
	<ul style="list-style-type: none"> urban rural 	<ul style="list-style-type: none"> pack ice ice sheet arid savannah vegetation grasslands rainforest polar mild temperate 	<ul style="list-style-type: none"> Africa North America South America Antarctica Oceania Equator North Pole South Pole Kenya
Mapping	Why is our world wonderful?		
<ul style="list-style-type: none"> sketch map scale OS map 		<ul style="list-style-type: none"> habitat 	<ul style="list-style-type: none"> Atlantic Ocean Indian Ocean Southern Ocean Pacific Ocean Arctic Ocean London Edinburgh Cardiff Belfast Ben Nevis Lake Windermere Mount Snowdon capital city
Fieldwork	What is it like to live by the coast?		
<ul style="list-style-type: none"> sample tally chart pictogram bar chart data collection 	<ul style="list-style-type: none"> aquarium tourist 	<ul style="list-style-type: none"> arch bay coast mudflat pier cliff coastline island sand dunes stack 	<ul style="list-style-type: none"> Weymouth Jurassic Coast Pembrokeshire Orkney Islands Giant's Causeway Flamborough Head North Sea English Channel The Irish Sea

Assessment in Geography

Teachers assess children's work in Geography by making assessments as they observe the children working during lessons. Teachers encourage self and peer assessment during sessions and should discuss children's progress with them. Teachers should formally assess throughout sessions and offer feedback to children against the learning ladybird and successful spider. Staff then complete the key skills grids to enable a formal assessment of geography do this at the monitoring deadlines in the year. Staff are also encouraged to take photographic evidence to support their assessment. Record keeping online enables the subject lead to monitor progress in their subject and make a data analysis at the monitoring deadlines throughout children's time at Moat Farm Infant School.

In EYFS a teacher makes assessments for each individual child against the ELG grid.

In KS1 children are expected to reach emerging/developing by the end of year 1 and developing/secure/greater depth by the end of Year 2.

Displays at Moat Farm Infant School



Geography

To investigate patterns

In Geography we learn about the world around us.

Geography

To investigate places

To communicate geographically

we regularly explore the outdoor environment to identify seasonal changes throughout the year. We observe how the trees and the weather changes. Also, we have access to a single map and use traditional language to say where things are. We have the opportunity to create our own treasure maps and use them. Later in the year, we compare the different seasons and add the changes we have seen on a map.

EPS

To investigate places	road, house, school, shop, trees, grass, flowers, outside, hill, place, environment, nature, same, change, litter
To investigate patterns	Weather, windy, sunny, cloudy, rainy, cold, hot, windy, thunder, lightning, snow, hail, Autumn, Winter, Spring, Summer
To communicate geographically	forwards, backwards, side to side, more, different, same, animals, plants, changes, same, map, globe, travel

History Geography

about significant people and events from the past

In Geography we learn about the world around us.

Geography

To investigate places

To communicate geographically

To investigate patterns

continent
country
map
locate
land
sea
ocean
globe


and
climate
compass
continent
desert
ice sheet
land

locate
location
map
ocean
pack ice
weather

To build an overview of world history
To understand chronology
To investigate and interpret the past
To communicate historically

Would you prefer to live in a hot or cold place?

Antarctica
Kusha
Canada
Kenya



Resources for Geography

At Moat Farm Infant School we have a range of resources for children to use. In the classrooms, we have working walls that are updated with key vocabulary, maps, support and photos linked to current and previous learning. Children have access to photographs, non-fiction books and physical resources where possible when investigating and interpreting the world.

Useful Websites

EYFS

[Explore the world](#)

Year 1

[Explore the world](#)

[Human/Physical features](#)

[UK and capital cities](#)

Year 2

[Explore the world](#)

[Human/Physical features](#)

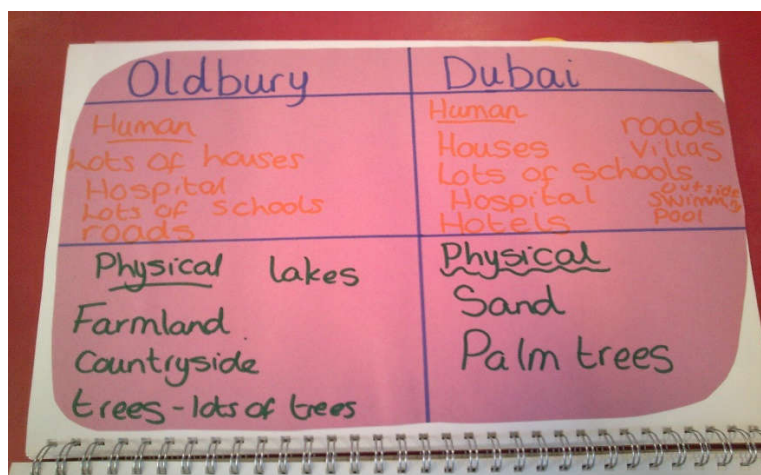
[UK and capital cities](#)

[Grid references](#)

[Continents and oceans](#)

[KS1 Geography - BBC Bitesize](#)

Floor books



Geography

Key Question-

What is the weather like in the UK?



Key Vocabulary

Atlas, capital city, climate, compass, continent, country, direction, land, locate, location, map, rain, gauge, season, temperature, thermometer, weather and weather vane

Physical features of our local area

grass plants
tree dirt
bush flowers

Physical features of our local area

What	Where

Human features of our local area

What	Where

Which features would you recommend that someone goes to see?

Human features of our local area

path wall
houses roundabout
bus stop road
shops church

Which feature would you recommend that someone goes to see?

Come to Oldbury to see the church.

29.3.22
L.L. Do know what a human and physical feature is
Today we listed the human and physical features that we saw in our local area

Human and Physical features of our local area

