



Churchfields Infants' School

Our Geography Pathway

Summer 1: Global Citizens

Devising their own map of the school trip, adding symbols and a key to show the human features visited

Discussing their maps using compass directions to support

Comparing similarities and differences between South Woodford and the City of London

Revision:
Naming some simple human and physical features
simple map work (this will be developed by independently adding a key to their own map)

Using compass directions and other directional language to describe the location of India in relation to the UK

Discussing reasons why people might move between countries

Learning general information about the geography of India

Participating in a 'Community Day', involving all the different places/cultures represented in our school

Creating a personal passport, including:
* information about where they live
* information about a place they have visited
* information about a place they would like to visit

Creating a class map to show where we live and the different places our families originate from/live

Autumn 2: The City of London

Spring 2: India

List human and physical features they saw on their trip

Trip to London! (identifying human/physical features and other landmarks)

Sorting into human physical features and labelling them. Would we find them in our local area?

Create another week's weather chart and compare to the last one. How has this changed and why?

Creating a travel brochure for the rainforest!

Listing geographical similarities and differences between South Woodford and the rainforest

Locating India on a world map and using Google maps to view it from above and the ground

Exploring the environment in rainforests and discuss human and physical features

Comparing the human and physical features of India (the Punjab) with those in the UK (London and a small, rural area)

Learning more about the geography of India and how this affects the life of the people who live there. Compare to our way of life

Identifying the area on a world map where you would find rainforests

Learning about animals found in India compared to in the UK

Creating an India information booklet

Create another week's weather chart and compare to the last one. How has this changed and why?

YEAR 2

Summer 1: Into the Jungle

Looking at aerial maps/photographs and creating/labelling an aerial map of our classroom or school

Using an aerial map of their classroom to identify different objects when viewed from above

Looking at and using aerial maps to investigate what the school looks like from above, and other places in its immediate environment

Looking at the seaside. What geographical features can we find at the seaside? Talk about human and physical features

Using aerial maps to identify human and physical features of the local area

Devising a class map of their Geography trail

Naming and locating where we live in relation to the UK and its countries (use maps and atlases as well as online maps)

Autumn 1: Our School

Spring 1: Our Local Area

Exploring the school grounds and its geographical features. Looking at human and physical features (local environment walk)

Beginning a class weather map to show what the weather in South Woodford is like for a week!

Introduce the idea of physical and human features

Local Geography trail to look for human and physical features

Contrast environment of cold places.. Discussing where the North and South Pole are on a world map

YEAR 1

Summer 2: By the Seaside

Summer 1: Growing

Spring 2: Animals in our local environment and cold places

Trip to Southend

Where do we live? Can we see our journey to school on a map? What other key landmarks can we spot on a map/ariel view of South Woodford?

Visit the synagogue and Sukkah

Looking at a variety of texts, can we discuss the settings in which the stories are set. What do we notice about these places? What characteristics do they have?

Look at where these characters live. Where do we live? Discuss how different people around the world live in different types of houses and environments.

Look at where we might grow things in our local environment

Reading texts about dinosaurs... what did the world look like when dinosaurs were alive? What is different about the environment?

Looking at animals in our local environment and where they live

Autumn 1: Ourselves and our Senses

Autumn 2: Traditional Tales

Spring 1: Dinosaurs

Different ways travelling to and from school. What do we see on our journeys?

Can we identify and put landmarks in order?

Visit Churchfields Park

Look at pictures of local landmarks. Where is this? What do we do there?

Introduce children to the idea of human and physical features within the environments and what this means.

Where does Handa's fruit come from? What part of the world do we get fruit from? (Story - the world came to our house today)

Maps - finding your way around

Talk about our journeys to school and the different transport used. What landmarks do we see on our way to school?

Children to look at maps of our local environment

Caring for the environment - Read 10 things I can do to help my world

Reception

Summer 2

Summer 1: Food Glorious Food!

Local area - library visit

Look at maps - we are in South Woodford, which is in London. Look at pictures and talk about experiences of going into London.

Looking at different settings in books such as forests and discussing characteristics of these places

Investigate ice/frozen creatures and where they live

Where is Madagascar? What is it like there? Panorama on IWB

Spring 2: How to lose a Lemur

Nursery

Autumn 1: My Family and Me

Autumn 2: Traditional Tales

Spring 1: Splash, Splish, Splish

Myself, my nursery

Look at photos of an area in the nursery. Where is this place? What do we do here? How do we look after the toys?

Non-fiction sea creature facts - Under the Sea book & films