



**The Hive - Knowledge and Understanding - Geography Teaching Focus for each Phase**

EYFS & Lower Phase (B&G)	Middle Phase (P&O)	Upper Phase (Y&R)
<p>In the Lower Phase, children will explore where they live; the environment around them and places familiar to them. They will develop vocabulary related to physical and man-made features such as river, forest, building, house, shop etc.</p> <p>The following learning questions will be posed in this phase:</p> <ul style="list-style-type: none"> <li>• <i>Where do I live?</i> -My home and who lives here with me  -Houses and the immediate area</li> <li>• <i>What is the weather, seasons, habitat/environment like where I live?</i>  -What is the weather doing? -What plants grow around us here and how can I identify them?</li> <li>• <i>How can I grow things where I live and where does food come from?</i>  -Farm to fork, where does our food come from?</li> <li>• <i>How do I look after living things around me?</i>  -How can I show care for living things in the environment like animals?</li> </ul> <p><b>Communication</b> – using a child’s preferred method of communication they will develop their receptive and expressive language sorting, matching, understanding and using language such as house, shop, forest. For some children this could be heavily supported and scaffolded by adults at this stage.</p> <p><b>Independence</b> – developing awe and wonder and beginning to form likes and dislikes personal to them. Selecting items such as clothing for climate/weather. Making independent choices.</p>	<p>In the Middle Phase, children will develop their understanding of physical and man-made features beyond the UK and begin to use fieldwork and maps to explore the world beyond their locality.</p> <p>The following learning questions will be posed in this phase:</p> <ul style="list-style-type: none"> <li>• <i>How can I use a map and directions to know what is in the world around us?</i>  -What is a map and how does it represent things around us? -Exploring physical and human features using maps</li> <li>• <i>What are other habitats like in the world?</i>  -What are habitats like here and around the world for animals?</li> <li>• <i>What are the similarities and differences between where I live and somewhere else?</i>  -Can I compare what Northampton and Hunstanton UK are like? -Can I compare Northampton UK and Northampton USA?</li> <li>• <i>How can I collect information about the world around me?</i>  -Rocks and Soils – identifying, sorting and recording information.</li> </ul> <p><b>Communication</b> - using a child’s preferred method of communication they will develop their receptive and expressive language around the terms physical and man-made features. They will develop language linked to maps and they will begin to show an understanding of places beyond their own locality. We will begin to describe the places we go to and learn about using simple geographical terms such as near, far, country, city, rivers,</p>	<p>In the Upper Phase, children will continue to develop their understanding of physical and man-made features beyond the UK and use fieldwork and maps to explore the world beyond their locality.</p> <p>The following learning questions will be posed in this phase:</p> <ul style="list-style-type: none"> <li>• <i>How can I use maps and directions for navigation?</i>  -Can I use a map to navigate a known/local place? -Can we draw our own maps to help us find something?</li> <li>• <i>How can I use aerial images to describe a location and its similarities and differences to somewhere else?</i>  -Can I use aerial images and maps to see how Northampton has changed over time?</li> <li>• <i>What are large geographical or weather events (e.g. volcanoes, earthquakes, storms etc) and how do they affect the human and physical features of the planet?</i>  -What are large geographical events like volcanoes? -Recording the effect of big weather/geographical events</li> <li>• <i>What is climate change, how does it affect the planet and living things on it and how can I help?</i>  -Climate change – what is this and how does it affect the planet?</li> </ul> <p><b>Communication</b> - using a child’s preferred method of communication they will continue to develop their receptive and expressive language around the terms physical and man-made features. They will be supported to develop and ask questions to deepen their understanding. Children will develop further their locational and directional language. We will build on the language from the previous phases.</p>

<p><b>Inclusion</b> – Children will access field trips with their peers within their local area. Children will contribute to lesson discussions using their preferred method of communication.</p> <p><b>Success</b> – Children will be able to sort, match and/or use new language and resources linked to our geographical learning. Children will say something they have liked/disliked and learnt in lessons and/or on field trips. Celebration of success will be via Class Dojo, The Brilliance Board and celebration assemblies as well as daily recognition by adults and peers.</p>	<p>buildings, hot and cold. We will build on the language from the Lower Phase.</p> <p><b>Independence</b> – children will begin to use simple maps and will do so with increased independence throughout the phase. They will share their understanding of how features of a place may be made and change over time.</p> <p><b>Inclusion</b> – Children will access field trips with their peers within their local area. Children will contribute to lesson discussions using their preferred method of communication.</p> <p><b>Success</b> – Children will be able to demonstrate some understanding of physical and man-made features. They will use a wider range of geographical language, building on the previous phase. Children will be able to tell/show an adult something they know about maps. Children will say something they have liked/disliked and learnt in lessons and/or on field trips. Celebration of success will be via Class Dojo, The Brilliance Board and celebration assemblies as well as daily recognition by adults and peers.</p>	<p><b>Independence</b> – Skills and concepts will be strengthened in the Upper Phase. During field work, observations will be made, recalling learnt language with independence. Children will become more confident in identifying and expressing similarities and differences in places they are learning about.</p> <p><b>Inclusion</b> – During this phase children will experience a residential stay and/or a day trip further afield (not within the East Hunsbury area)</p> <p><b>Success</b> – Children will be able to demonstrate a greater understanding of physical and man-made features. They will use a wider range of geographical language, building on the previous phase, which will include directional and locational language. Children will be able to formulate, ask and respond to simple questions. Children will say something they have liked/disliked and that they have learnt in lessons and/or on field trips. Celebration of success will be via Class Dojo, The Brilliance Board and celebration assemblies as well as daily recognition by adults and peers.</p>
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