

Cultural Capital Intent

Geography

In Geography, we aim to be 'Genius Geographers!' The children begin by focusing on both physical and human geography within our locality in EYFS. The children begin to identify features within the school grounds and further into Shenley and surrounding areas. The children begin to improve their locational knowledge by understanding that we live in a city called Milton Keynes. The children gain the skill and knowledge of locating MK on a map and also the capital city of London, understanding that these localities are important features of their country, England. To introduce the children to simple fieldwork, simple maps and positional/directional instructions are introduced. As an on-going topic, the children observe seasonal changes.

Moving into Year 1, the children continue to focus on geography that is within reach. Focusing on the locality of Glastonbury Thorn School, the children are able to carry out simple field studies which enriches their understanding of their locality. Linking strongly to Literacy, the children understand basic coastal features which are initially more abstract however, our very own GTS beach adds enrichment to this experience! In Year 1, the children continue to build on their knowledge and understanding of Shenley and the surrounding locality. Through the topic of 'Wonderful Weather,' the children learn about the seasons and the changes they bring. This links strongly with Science and the seasonal changes art project. In the Spring Term, Year 1 visit Rushmere Park in order to learn more about the environment and key physical features of a locality. The children understand that we all have a role to play in protecting our environment and that by working alongside staff at Rushmere, these roles take on many forms. To add further inspiration, the children learn about David Attenborough and how we can protect the environment. Following our trip to Rushmere, the children work alongside the Forest School Teacher in order to make the area 'animal friendly.' At the end of Year 1, the children re-visit weather and seasons in understanding the best climate for growing. In addition, through the locality study of the United Kingdom the children understand that climate can change and how this affects how we behave and what we can grow. We re-visit the work of David Attenborough and ask 'How can we make a difference?'

In Year 2, the children begin by studying differences between aerial photographs and maps. Progressing beyond our immediate locality and the United Kingdom, the children in Year 2 use maps, atlases and globes to identify countries, continents and oceans. The children learn about hot and cold areas of the world, locating the equator and the North and South Poles. To inspire the children to think more deeply, the children look briefly at climate change and the impacts of this. Here, we not only build on what we have learnt from David Attenborough, we also look at the impact of Greta Thunberg. Towards the end of Year 2, the children link the topics of 'Growing' and the study of a contrasting locality in 'Incredible India!' With a large proportion of our families having Indian origins, we open up our learning into the community and discuss different cultures and how localities across the world can have both similarities and differences. Finally, the children's focus returns to our immediate locality in order to gain fieldwork skills, using the knowledge they have learnt through their geography journey at GTS.

