

Lister Infants Recovery Curriculum for Geography

A Recovery Curriculum Statement for Geography

Although remote learning was provided to our pupils throughout COVID 19 lockdown, school recognises access to the learning will not have been the same as being in the classroom. We also recognise our families had different experiences of lockdown and it affected people in different ways. As a result we know there will be gaps that need to be addressed as we return to school. Lister Infants will support pupils through identifying the knowledge, skills and understanding from missed learning and prioritising the most crucial components for progression before new units are taught.

Geography is crucial in supporting our children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Current Year group	Unit of work missed	Missed Early Years Outcomes (EYFS) Missed KUS (KS1)	Crucial Learning to be revisited	To be taught
Reception	As a result of COVID-19 lockdown, we know the loss of routine, structure, friendship, opportunity and freedom will have an impact on our youngest children, with this in mind we will focus on the Prime Areas within the EYFS- Personal, Social and Emotional Development, Communication and Language and Physical Development. Allowing children time to settle well, build strong relationships and feel secure in a structured routine. This focus will ensure our children are able to relate to each other, communicate effectively and engage with their environment. Opportunities for learning will be provided through a stimulating learning environment, with an emphasis on learning through fun, practical, hands on experiences with language development at the heart of each interaction.			
Year 1	Location Knowledge Place knowledge Geographical Skills Locating Australia on the world map. A day in life of child in Australia. Locating London as a capital city of UK	<ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change. Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another. 	<ul style="list-style-type: none"> Use world maps, atlases and globes. I can talk about and describe my locality. I can identify the daily and seasonal weather (using appropriate vocabulary e.g. temperature, rain, wind, sunshine) I can describe how weather can change during a day or what it is likely to be like at different times of the year (in my locality/ at another place I have 	<ul style="list-style-type: none"> Locational knowledge will be covered in T1 pupils will name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom Name and locate the continent of Europe. In T2 pupils will be using

	Seasonal changes		studied).	<p>world maps, globes and atlases for their Street Detectives.</p> <ul style="list-style-type: none"> • Place Knowledge will be covered in T2 when pupils make geographical comparisons with Africa and Liverpool. • The Seasons have been covered in Reception except for the summer term when there was to be a focus on Seasonal Changes. Pupils will have the opportunity to cover this in Year 1 during T3. • Shared reading will also be used as a vehicle to support pupils in increasing their knowledge of places such as texts about Australia as this was missed in Reception.
Year 2	Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a	Place Knowledge <ul style="list-style-type: none"> • I can identify the daily and seasonal weather (using appropriate vocabulary e.g. temperature, rain, wind, sunshine) • I can describe how weather can change during a day or what it is likely to be like at different times of the year (in my locality/ at another place I have studied). – Africa 	<ul style="list-style-type: none"> • 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- Africa • Identify seasonal and daily weather patterns in the United Kingdom and the 	<ul style="list-style-type: none"> • Place knowledge will be covered in T1 with pupils studying Brazil as a contrasting Non EU geographical location compared to the UK and Liverpool.

	<p>small area of the United Kingdom, and of a small area in a contrasting non-European country- Africa</p> <p>Human and Physical Geography</p> <p>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 (Africa)</p>	<p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • I can talk about and describe my locality. • I can use plans, maps, globes, atlases and aerial images to recognise some features and places (in my locality/ in the wider world). • I can talk about/ describe a locality using some appropriate vocabulary e.g. features, location, geographical characteristics such as weather and what happens there). • I can ask and answer some questions to help me investigate. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary – see progression in vocabulary 	<p>location of hot and cold areas of the world in relation to the Equator and the North and South Poles- Africa</p>	<ul style="list-style-type: none"> • Human and physical Geography will be covered in T2 when pupils will be studying a topic called Extreme Earth. Pupils will be able to identify daily and seasonal weather patterns. • During T2 Pupils will also be locating hot and cold areas of the world in relation to the equator. • Shared reading will also be used as a vehicle to support pupils in increasing their knowledge of places such as texts about Africa as this was missed in year one.
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