

Geography Curriculum

Intent

At New Invention Infant School we pride ourselves on a rich and engaging Geography curriculum, which promotes a sense of respect and value for the world. This is achieved by enabling children to grow as global citizens and to learn to appreciate the beauty, as well as the fragility, of the world in which they live. Geography is a crucial part of the Primary curriculum as it encourages children to understand and explore the world we live in. Our aim is to inspire children's curiosity and fascination about the world and to develop and deepen their geographical knowledge, understanding and skills. We want children to understand: where they are located within the world, to be able to use a range of tools to understand their location and the landscapes of contrasting environments, to describe and have a desire to conserve the differing environments of the world. Each child will have the opportunity to develop knowledge and understanding about their local and distant surroundings and the physical and human processes that form places. To become positive citizens in the world it is vital that children are taught to use and apply their geographical skills to inform how they respect and understand the multi-cultural world in which we live. We intend to motivate children to show a sense of care for the world and the people that live in it, as well as exploring how they can contribute to improving their environment. For future prospects it is important that we enable children to experience different environments by making the most of our local area and engaging in fieldwork, to extend their vocabulary and to use, draw and interpret maps and charts. Geography is the subject in which children learn to research, investigate, analyze and problem solve to then inform their own opinions. Geography enables children to develop conceptual understanding, along with knowledge and skills that are transferable to other curriculum areas and which can be used to promote their spiritual, moral, social and cultural development.

Implementation

Where appropriate, we use our topics as a rich basis for planning across the curriculum, providing the children with a range of exciting, engaging and meaningful contexts in which to develop, embed and apply their knowledge of facts, vocabulary and locations. The topics are mapped out carefully to ensure appropriate coverage across all year groups and to allow for the consolidation of key concepts as well as for progression in, and deepening of knowledge and skills. Lessons develop the children's understanding of geographical concepts: human geography, physical geography and place/map skills. These concepts are woven into the curriculum so children revisit them each year. This spiraling around the concepts helps to build their understanding and supports them to structure the information so their memory also improves. Teachers have a clear understanding of the progress of knowledge making reference to past learning and making links with previous knowledge. Our children will access their immediate environment and to gather first-hand experience to enhance their learning and develop a deeper understanding of their local area and to be able to make accurate comparisons with contrasting locations. Geography lessons are planned coherently to build children's understanding progressively from their local area and into the wider world. We provide children with a range of learning techniques within our Geography curriculum, which aims to widen their experiences and allows the children to build curiosity, ask questions and investigate answers in a variety of ways. Across all stages of teaching and learning we endeavour to create strong and appropriate links with other subjects to enhance the curriculum and learning experience, predominantly but not exclusively with Literacy, Music, Pieces of me, Art and Design, Maths and History. We provide children with the opportunities to use IT and photography, write, draw, role play and explore a variety of outdoor environments, including going on a

range of trips. Fieldwork opportunities, where possible, allows children to apply their geographical skills in real-life settings. Such opportunities teach them how to explore their local area and the features within it as well as using a range of maps and atlases both digitally and physically. Skills are planned progressively across year groups and this is again supported with knowledge organisers per year group to ensure consistency and progression across our school. We have a wonderfully diverse community and we use this to learn about different places around the world. We encourage all children and families to come in and share information about their culture. This can be as simple as teaching us how to answer the register with a 'hello' or 'good morning', or it could involve reading a story in their home language. As such, our children move towards KS2 with a strong sense that their immediate experience is not the same as everyone else's, and that there are many countries to visit!

Early Years

Within the Early Years Foundation Stage Geography is included as part of Understanding the World. Every two weeks a Geography session is planned for the children, whether this is indoors or outdoors. Very often the Geography sessions will be closely linked to either History or the topic we are learning about in that specific term. Within every session we always aim to promote children's language and to extend their vocabulary. Children will develop an understanding of their local environment and talk about the similarities and differences they observe and what they like and dislike. They will identify key features within the place they live and the natural world around them. People and Communities is an area of the Early Years Curriculum that is closely linked to Geography and we therefore provide children with knowledge and understanding of their own and others cultures and beliefs.

Key Stage 1

As children progress to Key Stage 1, they will build upon their previous skills by investigating and analyzing their local area with a contrasting area within the UK or abroad, as well as the similarities and differences between the people who live there. In this Key Stage we encourage the children to carry out enquiry and question the people, places and environments inside and outside the classroom. This encourages the children to think about the wider world. Children will develop their Geographical skills through the use of reading and drawing maps and taking and examining photographs. Children will progress to Key Stage 2 with a vast vocabulary and knowledge related to the physical and human features of the world.

Impact

At New Invention Infant School children have the opportunity to record their learning in a variety of ways. Evidence of the learning is dependent on the lesson outcome, year group and the skills and knowledge being developed. This can be in the form of: extended writing, photographs of practical activities, use of world maps and local maps to identify features and areas, speech bubble comments. Core knowledge of each unit is supported by a knowledge organiser which details the key learning points, vocabulary and key questions. It is our expectation that the knowledge on our organiser is known by all at the end of each topic. Our teachers rely on a range of assessment tools such as challenge tasks, enquiry tasks, standards of learning in books, end of unit questions and quizzing and pupil voice to provide data on the knowledge and skills pupils have, their progress and their development points. Recording of learning is used to monitor progress and impact. Throughout the course of the lesson the class teacher (and support staff where present) will move around the class, offering support/challenge where needed so that each child is receiving direct feedback during the lesson, with notes recorded to monitor understanding and progress.

How do we support children with Special Educational Needs?

All subjects are adapted to meet the needs of all pupils. To ensure all children access the Geography curriculum and gain the knowledge and skills of geography we adapt trips for children with physical disabilities, use Makaton for those who have hearing impairments or speech and language difficulties, differentiate lessons or outcomes to allow all children to access the learning and pre-teach as appropriate.

What can parents/carers do to promote Geography?

- ✓ when out in the local environment talk to your child about the physical features and attractions seen.
- ✓ Look at maps or encourage your child to draw maps e.g. a map of their journey to school.
- ✓ Look at similarities or differences of another place compared to their home or local area.
- ✓ Using pictures, tablets, television or real life experiences talk to your child about their environment and cultures and weathers in different places. Ask questions to promote their curiosity and extend their vocabulary and discussions.
- ✓ Ensure your child attends school trips.
- ✓ Go on family day trips and enable more outdoors time to explore new places.
- ✓ Discuss your child's progress with your child's teacher.