

'Green is the prime colour of the world, and that from which its loveliness arises.'

Introduction

At Common Road Infant and Nursery School our intent is that geography teaching will give children a good understanding of the world in which they live. This begins in the EYFS as children learn familiar places that are important to them such as their home and their school. In KS1 we aim to build on this foundation of knowledge extending beyond their locality to the country in which they live, building to the United Kingdom's place in the wider world. Through teaching of geography children will become confident in recognising geographical features and through field work and exploration they can record their findings using maps, keys etc. Our geography teaching is supported by our history teaching which builds on a local, national and global theme all building children's understanding of the world. Overall, our aim is to give children the best possible introduction to geography which will give them a good base to stick further knowledge to as they move through their education.

Aims

Our aim is that children become confident, enthusiastic geographers who understand and respect the world in which we live. Our Geography curriculum is guided by the National Curriculum (2014) for KS1 Geography, and the statutory early years foundation stage and development matters frameworks. This includes:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place knowledge

- 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.

Human and physical geography

- 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.

Use basic geographical vocabulary to refer to:

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Foundation Stage

We teach geography in EYFS an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Development Matters/Statutory framework documents, which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to children's understanding of 'The World.'

Pedagogical approaches

The geography curriculum is planned collaboratively by leaders and teachers and reviewed after each teaching sequence. In a series of lessons children will be taught both disciplinary and substantive knowledge in geography which has been carefully chosen and planned to be progressive from the EYFS. Vocabulary is carefully chosen and is explicitly taught in geography sessions.

Each teaching sequence will have an overarching theme such as 'Living in castle times' this theme will act as a hook for learning but not distract from the core knowledge and skills that children will be taught in geography.

Geography teaching focuses on enabling children to think as geographers. We place an emphasis on practical learning, developing communication and language and through fieldwork. We provide the opportunity to visit contrasting geographical locations to explore geographical features first hand.

Teachers use pedagogical approaches to learning taking into account the science of cognitive load theory, memory and retention. They build into lessons opportunity to review taught content in a variety of ways to ensure that children retain the knowledge and skills they have been taught. Teachers understand the need to hook this knowledge onto previous learning and again use lesson review to activate prior learning.

We provide good learning opportunities for all children by matching the challenge of the task to the ability of the child in the wider curriculum. This may be done using a range of scaffolds, adult support, questioning to support all children in accessing the geography curriculum.

In the classrooms the knowledge organisers are arranged as a display which is a direct copy of the knowledge organiser, this is again to promote long term memory and build a visual picture of the key knowledge and vocabulary they are learning.

Children's humanities books start in Year 1 and follow the child through school to build a picture of their development in these subject areas.

Mathematics

Geography in our school contributes to the teaching of mathematics in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance. They also use graphs to explore, analyse and illustrate a variety of data.

Pupils with SEND

Geography forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of the children and we take into account the targets set for individual children in their One Page Profiles. The wider curriculum is planned to meet the needs of all children including children with SEND.

Assessment and recording

We assess the children's work in geography by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, we mark and comment following the marking and feedback policy. The geography subject leader monitors books and displays and keeps samples of children's work in a portfolio, which shows what the expected level of achievement is in geography in each year of the school. At the end of Key Stage One we ask teachers and the subject leader to assess whether children are working at age related expectations in geography.

Resources

We have sufficient resources for teaching all geography areas in the school. General resources are kept in a central store where they are easily accessible. Resources specific to topics taught in particular year groups are kept in corresponding classrooms. Resources include a good range of sources such as geography reference and non-fiction books, ICT and artefacts including maps and plans.

Monitoring and review

The geography subject leader is responsible for monitoring the standard of children's work and the quality of teaching in geography alongside senior leaders, this includes visiting lessons, talking to pupils and looking at work in books. The geography subject leader is also responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject, and alongside senior leaders for providing a strategic lead and direction for the subject in the school.

- Geography Leader: Libby Brown
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