



# Willow Bank Infant School

## Vision and Rationale for Geography

### The Geography Curriculum

#### Our Vision

At Willow Bank Infant School, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The Geography curriculum at our school enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development.

As pupils progress through the school, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge and skills are progressive and are sequenced to provide the framework and approaches that provide explanation of how the Earth's features at different scales are shaped, interconnected and change over time. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and beyond.

#### Intent - The Geography Curriculum at Willow Bank will:

- Be a progressive curriculum throughout the school
- Be an embedded curriculum that is clear to see in learning. It will link with other appropriate topics and subjects, where appropriate, to develop children's knowledge and understanding.
- Develop understanding about our world, within physical and human geography
- Allow children to develop the key skills of locational knowledge, understanding of place, human and physical geography and geography fieldwork skills.
- This will give the children the ability to act as geographers
- Follow a line of geographical enquiry
- Build a broad vocabulary for a wide variety of geographical concepts so the children can articulate their understanding
- Develop children's curiosity in our world as it is today.
- Inspire children to question and reflect on our local area and our world.
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#### Implementation - Geography teaching at Willow Bank will:

How we are going to help them

- First hand practical experience of geographical concepts e.g. mapping the school
- Using stories e.g. pictures in The Snail and the Whale as travel destinations
- Using our environment e.g. creating symbols for areas within Year 1. Using the school grounds and the local area for fieldwork to enable children to base learning on first-hand experiences to enhance teaching and learning in Geography.
- Educational visits e.g. visits to Bucklebury Farm Park (not completed during lockdown)
- Having a display of geographical vocab including manipulatives
- Geographical discussion in class including identifying and using misconceptions
- Supporting staff with geographical subject knowledge
- In our planning with a variety of pedagogical approaches (what is the same, what is different. Coming up with own questions. Hook – hands on exploring objects/classroom/outside environments. Drama – hot seating. Speed words. cooperative learning–think-pair-share; continuous provision – cross curricular links.)

- Encourage children to ask questions of where, what, how, and why;
- Help children develop a sense of identity through learning about the United Kingdom and its relationships with other countries;
- Ensure children are competent in the geographical skills outlined in the national curriculum;
- Give teachers autonomy to select National Curriculum objectives and tailor teaching and learning to meet the needs and interests of the children in their class.

There are many cross-curricular links with Geography and History. In line with History, Geography will:

- Focus on enabling children to think as geographers progressively through their time at Willow Bank.
- Include a variety of teaching approaches based on the teacher's judgement taking on board the needs of their class.
- Be linked to other curriculum areas that is purposeful and logical. Pupils are then able to make links between their learning from one topic and year group to another, as well as use this knowledge to make connections with present day and their own lives.
- Actively involve children in reflecting on what they have learnt.
- Include exploring the local area, orienteering within the school grounds, and visiting local locations e.g. museums and churches (not possible during lockdown) to further geography learning.

#### **Impact - Assessment of Geography at Willow Bank will include:**

- Class, groups and paired work
- Photo evidence
- Floor books
- Assessment for learning which is continuous throughout the planning, teaching and learning cycle. This involves observing children independently to see how they use vocabulary and understanding and observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback to engage children with their learning
- Use of Traffic Light system at the end of each term to assess whether children are Working Towards, Working At or Greater Depth.
- EYFS Children are assessed according to the Development Matters Attainment targets.

#### **Curriculum Rationale – Geography**

##### **Why has the specific content/ domain knowledge been selected?**

The geography topics are the vehicles for the geography curriculum. Pupils learn substantive knowledge, such as the location of continents, oceans and cities. However, these are not taken in isolation but very much act as an aid to giving children context in which to apply their learning. For example, in Year 2's learning around continents, pupils learn about the world's continents in order to gain an understanding of world culture as well as the natural world. They consider, through human geography, how a school in Kenya is similar or different to our own school. Later in that topic they consider how grizzly bears are adapted to the physical geographical features of Canada such as the climate.

##### **Cultural Capital**

Our Geography curriculum will allow children to develop their cultural capital by allowing them to enhance their understanding our world and our country today. Our geography curriculum promotes the rich diversity of the world, Britain and an appreciation of our locality.

Our planning of trips and experiences enhances our children's understanding of Geography.

- Foundation – at the beginning of the year, children are allowed to become acquainted with their immediate environment practically and gently which allows them to use early geography skills in a manageable way. They are not put into classes straight away but instead are allowed to explore the

whole area freely. This includes discovering all the different learning areas of the classrooms and establish where items are located through activities that engage them with their environment. They have in-school experiences such as a Beach Day linked to studying seaside holidays and geography of our local area compared with a beach. They also have the opportunity to visit Bucklebury Farm as part of their learning of Science which gives them chance to reflect on our local community and the farming community.

- Year 1 – Walking around the school grounds and immediate local area helps children devise maps and keys. Walking to St John’s Church as part of our RE topic enhances the children’s understanding of the past in terms of the uses of buildings in our local area. Linking with learning in other areas to bring concepts to life for example human and physical features of the island inhabited by Katie Morag (stories studied in Spring term) linking with study of the UK as a whole. In Summer the Geography topic focuses on climates. The children get to explore items used for holidays in areas with different climates and this also links with planning a holiday in English for the class animals (Scruff the Squirrel and Felix the Fox).
- Year 2 – visiting Beale Park as part of their Around the World topic which also links with study of habitats in Science. It provides opportunities for a wide range of geographical skills such as geographical vocabulary as well as physical and human features and weather patterns.

We are aiming to include whole-school days that promote British values and how these relate to children as citizens of the school and the world.

### **How is Geography progressive?**

The Geography skills taught in each year group allow children to build upon ideas and concepts throughout their time at Willow Bank. Their concept of the world expands as they move up through the school.

- Foundation children are regularly encouraged to discuss ideas on a ‘local’ level; their family and home, where they come from and what they do on a day to day basis.
- In Year 1 pupils are introduced to simple compass directions, drawing a map of their classroom, moving to focusing on the countries of British Isles. They consider weather patterns in our country and later in the year across the world.
- In Year 2 they expand this by considering compass directions, culture and climate within the wider world, identifying the world’s oceans and continents.

This can particularly be seen in our whole-school celebrations of world events. For example, each year group study Chinese New Year at different levels.

- In Foundation, children are introduced to the story of Chinese New Year and shown images of celebrations as part of Chinese life.
- In Year 1, children explore this story in greater depth as well as being introduced to China’s place in geographical relation to the rest of the world.
- In Year 2, they discuss Chinese terrain and other physical features of the country, as well as languages spoken, and the role of specific days of the Chinese calendar.

### **Our Geography Programme:**

#### **How is Geography enabled in the Early Years?**

In Early Years Geography is taught through the Specific area of Understanding the World: The World and is enabled through for example: using the local area for exploring both the built and the natural environment; providing opportunities to observe things closely through a variety of means, including magnifiers and photographs; providing play maps and small world equipment for children to create their own environments; teaching skills and knowledge in the context of practical activities, e.g. learning about the characteristics of liquids and solids; giving opportunities to record findings by, e.g. drawing, writing, making a model or photographing; providing stories that help children to make sense of different environments; providing stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes; giving opportunities to design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors.

Children are guided to develop sense of their physical world, as well as their community, through opportunities to explore, observe and find out about people, places, technology and the environment. The key knowledge and skills in reception provide the foundation to those identified in phase 1 and specifically Y1.

### **How is Geography enabled at KS1?**

During Key Stage 1, pupils are taught using the Aims of the National Curriculum purpose of study and subject content. In both Year 1 and Year 2 they investigate their local area (Woodley in Year 1, the South East zooming into the school area in Year 2) and a contrasting area in the United Kingdom or abroad. They finding out about the environment in both areas and the people who live there. In Year 1 this is across the year and in Year 2 this comparison is specific and discrete within lessons.

They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs.

During Key Stage 1 pupils should develop knowledge about the world, the United Kingdom and their local area. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Children will develop their locational knowledge; they will learn to name and locate the world's seven continents and five oceans. In addition, they will learn to name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

They will also develop a greater understanding of place by comparing the geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Woodley), and of a small area in a contrasting non-European country.

The specific geographical locations selected for these comparisons will be selected to link to other areas of the curriculum to allow for cross-curricular work and development. For example, 'London's Burning' in Year 2 centres on the geographical area of modern London as well as charting the events of Great Fire of London. In addition to developing children's locational and place knowledge, they will have the opportunity to learn about human and physical geography.

As part of Geography lessons, Year 1 children 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. These form part of Year 2's lessons as well as more advanced geographical vocabulary to refer to key physical features (for example, but not limited to, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and key human features (city, town, village, factory, farm, house, office, port, harbour and shops.)

Children will develop geographical skills and fieldwork skills, through these three areas of study, where they learn to use world maps, atlases and globes; simple compass directions; aerial photographs and plan perspectives to recognise landmarks and basic 6 human and physical features and to use simple fieldwork and observational skills to study the geography of their local area.

Through our curriculum, children develop:

- Skills that allow them to ask and answer questions about our world
- The ability to investigate a topic using geographical concepts, knowledge and skills
- Knowledge about diverse places, people, resources and natural and human environments,
- A deep understanding of the Earth's key physical and human processes.

