



Geography

“The whole and wholesome development of each child in a happy, caring and stimulating learning environment”

Together we grow and learn

May Bank Infants School Geography Curriculum Intent Statement



Intent

The Geography curriculum at May Bank ensures that every child has access to a broad, balanced and enhanced curriculum which supports the culture, climate and values of the school. Our curriculum is accessible to all children in our school. The development of personal, social and emotional skills underpins our Geography curriculum and our curriculum starts with the child and everything surrounding the child. Our Geography curriculum maximises opportunities for cross-curricular learning and opportunities to learn about the local area, then gradually moving out into the wider world. Our curriculum develops knowledge, skills and attitudes that enable children to respond to the challenges of a complex and ever-changing world.

At May Bank, 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 May Bank enables children to develop knowledge and skills that are transferable to other curriculum areas. 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; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at May Bank and also to their further education and beyond. We are committed to providing our children with opportunities to investigate, make enquiries and learn about their local area of May Bank and Newcastle-Under-Lyme so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special. We aim to deliver a curriculum that uses the local area and community to develop geographical skills and knowledge.

Implementation

Our Geography curriculum is progressive throughout the whole school. Geography is taught through a theme which allows the children to learn about a specific area in some depth. We teach geography in a planned, coherent way which is sequenced logically, ensuring that children learn and remember a rich body of geographical knowledge and acquire progressive geographical skills. Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across the locations studied, the human and physical features taught, the geographical skills taught and the vocabulary taught within each topic throughout each year group across the school.

In EYFS, Geography is taught through the specific area of learning 'Understanding The World'. The Early Learning Goals for People, Cultures and Communities and The Natural World then lead into the Key Stage 1 National Curriculum for Geography. Teachers plan opportunities for children to achieve the development matters statements as set out in EYFS profile. Teachers provide children with many opportunities to describe their immediate environment, know some similarities and differences between different religious and cultural communities in this country and explain some similarities and differences between life in this country and life in other countries. Children also have opportunities to explore the natural world around them and contrast this with other environments, understand some important processes in the natural world around them. Geography makes a significant contribution to the ELG objectives of guiding children to make sense of their physical world and their communities.

Our Geography curriculum in Key Stage One builds upon the children's prior learning. Teachers in Years 1 and 2 use Yearly curriculum overviews, medium term planning and progression grids to ensure full coverage of content for Geography as set out by The National Curriculum Key Stage One Geography requirements. Geography activities are differentiated as appropriate to ensure that all pupils can access tasks and have an appropriate level of challenge. Curriculum monitoring takes place throughout the year to ensure curriculum coverage, progression, assessment and improvements. During Key Stage 1, children investigate their local area and a contrasting area in the United Kingdom and abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world, introducing the continents and oceans of the world. Through exploring Africa to a greater extent, the children are able to explore and study the human and physical features of this continent and make comparisons to the human and physical process they already know in our local area. 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. The children also use digital mapping to locate areas of study. Furthermore, the children use and create their own maps, using appropriate symbols to support this.

Pupil voice is used at the start of each topic to plan and shape the future lessons. Children convey what they know and what they would like to find out which provides a starting point for a series of lessons, based around a topic and which builds upon the children's knowledge, understanding and skills over time regardless of their starting point. Planning is differentiated to suit the needs of different children and teachers are confident in responding to the differing needs of the children to ensure they are motivated and engaged. Higher attaining learners are further challenged through the use of higher order thinking skills such as creating, analysing and evaluating linked to Bloom's taxonomy and opportunities for this are explicitly identified on lesson planning. Planning also ensures cross-curricular learning opportunities are utilised wherever possible to maximise learning and in Geography, as in other subjects, pupils have wide opportunities to apply and practice their reading and writing skills.

The learning environment is organised to ensure children develop their knowledge and continue to know more and remember more. Topic walls and interactive displays are used across schools and teachers and children make reference to these during lessons and we pride ourselves on our creative learning environment and classroom displays.

Geography planning reflects the locality of our school and children are given many opportunities to learn about local area Geography. The local area is fully utilized, not only to support learning about the locality but also to develop key geographical skills in real life contexts, with extensive opportunities for learning outside the classroom embedded in practice. For example, children frequently use the school grounds in their lessons, go for walks in the local area around the school as well as venturing a little further afield to visit Wolstanton or the local Asda. These learning experiences also include, the use of artefacts and hands on experiences during lessons and visitors being invited into school. It is also of high priority that the children build up an in-depth level of understanding of continents, countries, counties, cities and more localised places, we ensure that these areas of learning are revisited and utilised throughout the children's journey at May Bank.

In Key Stage One, Geography work is recorded in topic books or folders or in writing books when completing pieces of cross-curricular writing linked to Geography learning. In Key Stage One teachers assess children as working towards age related expectations, working at age related expectations or exceeding age related expectations, these are recorded on class tracking grids and are updated termly. These are used to track progress throughout the year and are analysed at regular intervals to ensure that children are making at least expected progress in Geography.

Teachers ensure progression in Geography throughout Key Stage One by using a subject progression grid. Assessment of children's learning is used to plan future learning and ensure progression in learning. The marking and assessment of pupil's learning in lessons is used to plan future learning and ensure progression.

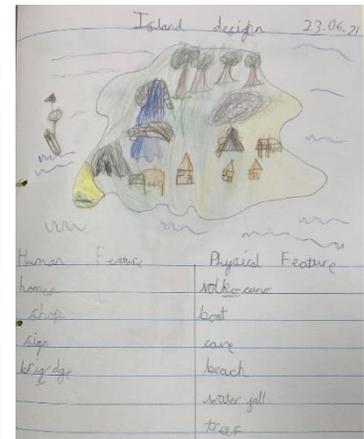
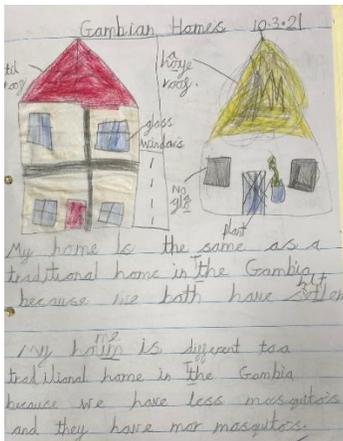
Impact

Children at May Bank leave as geography champions. They enjoy exploring the area around them and love learning about the wider world. As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context. They are able to articulate the geographical knowledge and understanding that they have gained throughout their time at school. Our children have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it. By the end of their time at May Bank, our children have gained a rich body of knowledge and a wide range of transferable skills, which they can apply in other subjects and contexts.

Through our topic books and folders, the children demonstrate their knowledge of factual information, significant locations, place, physical and human features and they are able to make comparisons between different regions, countries or cities/towns around the world. The many opportunities for cross-curricular writing that the children are given result in the children demonstrating their geographical knowledge in a range of contexts. The children also know how to read and interpret a range of maps, including digital maps, as well as being able to create their own simple maps with basic keys and symbols.

The children are knowledgeable and are able to use geography specific vocabulary accurately and with increasing confidence. They can find answers to questions that are posed to them and can think of their own questions to learn about. Children are able to reflect on

what they have learned at the end of each topic and are actively encouraged to identify their own areas to explore further, with support from their teachers.



‘The study of geography is about more than just memorizing places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together.’

Barack Obama