



Geography at St Andrew's CE (VA) Infant School

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Timetable

Geography will be taught following the Long Term Plan with the Cornerstones Curriculum topics throughout the year. Some topics will have a Geography focus (e.g. 'Bright Lights, Big City' or 'Street Detectives'), therefore Geography will be taught weekly in the afternoon sessions, as well as being woven into English lessons. Teachers ensure that the National Curriculum statements for Geography are planned for across the year in the Long Term Plan.

Content of lessons

Lessons will begin with a 'Quick 6' style recap of previous learning. Teachers will ask the children key questions to assess their understanding of the Geography taught so far. This will help to reinforce learning and to guide the teacher's further planning. Geography lessons at St Andrew's Infant School should inspire children's curiosity of the world around them, both locally and of a wider nature. This is achieved through the use of engaging lesson styles, including appropriate videos, fieldwork and access to a wide variety of non-fiction books. Lessons should incorporate both knowledge and skill-based learning to provide the children with a holistic Geography experience.

EYFS (Early Adopter Framework)

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

KS1

There are four core areas which must be delivered throughout the academic year:

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 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.

Classroom Resources - Geography

All classrooms, both in EYFS and KS1, must display a large world map, which should be added to in lessons where appropriate. Every classroom also has a globe accessible by the children as well as atlases.

Each classroom must display a daily weather chart which the children update every day. This should include the day of the week as well as the date and the season. KS1 classrooms also have a temperature gauge to introduce children to varying temperatures and this should be recorded daily in Year Two.

In EYFS, teachers should label the world map with the children, showing England as well as more locally, where Brighouse is located and our school.

In Year One, teachers should label the world map with the children, locating the United Kingdom and its four countries. (England, Scotland, Wales, Northern Ireland). The surrounding seas should also be labelled. (North Sea, Irish Sea, Atlantic Ocean, English Channel). Maps should be labelled with the capital cities of each UK country and the continents 'Europe' and 'Africa' should be visible.

In Year Two, world maps should be labelled as above but also include the North and South Poles and South America. The Equator should also be labelled.

Work and Displays

Children's geography work should be displayed in the classroom and displays should include current, useful vocabulary that the children can use in lessons.

Work that is produced individually should be done in children's Topic books with the date and a title. Work that is completed as a class or in small group should be displayed in the class 'Big Book'. This work should be assessed with a sticker, showing which children are working towards and which are working above the objective.

Planning

As an early adopter school, the EYFS teachers will follow the new framework for the specific area of learning, 'The Natural World' to enable children to develop their knowledge the world around them. Teachers will listen to and record the interests of the children to inform planning and decide on topics. Through observations and conversations with the children, teachers will assess which areas require more focus and which topics will help children to achieve ELGs.

In KS1, topics are chosen from the Cornerstones curriculum and then built upon using the National Curriculum objectives. Across the year, the topics chosen should successfully cover all Geography statements for the year group. Teachers should collaborate in order to fill any gaps missed in the previous year. Teachers also follow the Rainbow Continuum of Skills which ensures that children are developing the appropriate skills in lessons as well as the knowledge.

A list of 'Sticky Knowledge' has been developed for Geography so that teachers can plan and recap the knowledge that is considered essential to the children's learning. Lessons should be planned to include a 'Quick Six' starter quiz to recap previous learning and embed knowledge.

Lessons should be engaging, with a mix of practical activities, field work and recording in books. In Geography, videos and digital maps help children to visualise their learning and bring it to life.

Assessment

Assessment in Geography is ongoing through the use of questioning in lessons. Teachers should identify gaps in children's skills and knowledge and ensure this is planned for, at a later date.

Geography Vocabulary

EYFS	Year One	Year Two
Brighthouse England north pole/south pole school playground road street map place same different home house park shop field hill	Brighthouse London England United Kingdom + 4 countries and capital cities North Sea Irish Sea Atlantic Ocean English Channel Europe Africa Asia location local national area point	Great Britain British Isles (Revise Oceans) Continent Asia Australasia South America Arctic circle Antarctic Circle Equator Northern Hemisphere Southern Hemisphere physical/human similarities/differences comparison global international

beach river sea hot/cold weather season behind next to in front above below inside outside along around	building landscape community city town landmark river natural man-made similarity/difference weather temperature seasons – names globe world map atlas aerial photo route key direction left/right near/far/further compass North/South/East/West	local significant terrace/ semi-detached /detached/bungalow/flats rainforest habitat climate symbol key grid grid reference digital map satellite photo direction location
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Intent, Implementation and Impact

Intent

Geography at St Andrew's Infant School aims to ignite and foster children's natural curiosity and instill a fascination regarding our world and the many wonders it has to offer. We aim for children to become independent thinkers and learners, through channeling their own questions, thoughts and opinions, which arise whilst they develop their contextual knowledge and awareness of the wider world.

We understand the importance of children's awareness and appreciation of their own environment which is why the EYFS have a strong focus on the children's immediate surroundings; the people around them and their home, as well as the school environment. This is then developed into a wider context as the children move into KS1 and they begin to explore further afield and understand where the country they live in is and its context in the wider world. We feel that this layering approach enables the children to really understand where they fit into the community and also appreciate contrasting communities.

Children are allowed to explore and develop key concepts and skills required to develop a mastery of the subject. This is done through teaching the following key skills:

- Locational Knowledge-
Understanding where a place is in the context of the world.
- Place Knowledge
Understand similarities and differences of diverse places.
- Human and Physical Geography
Understanding the difference of these two key aspects and recognising how these can contribute to change over a period of time.
- Geographical skills and Fieldwork
Use fieldwork to observe, measure record and present the human and physical features.
Use maps, globes to locate places.

Overall, it is our intention that geography lessons at St Andrew's Infant School give pupils the academic and personal skills whilst also developing their future aspirations.

Implementation

We encourage the children to ask questions and to support each other in their learning. We hope that our children develop a geographical awareness and appreciation for their own community and those elsewhere in the world. Our Geography lessons are inclusive; supporting all children in their learning and ensuring all children can access the curriculum to the fullest.

Through a 'spiral curriculum', we ensure our pupils revisit the skills and knowledge they have learnt previously and build upon in their next stage of learning.

The Geography lead checks the Long Term Plans to ensure coverage of the National Curriculum content and the geographical skills set out in the Rainbow Continuum. Geography at St Andrew's Infant School is taught in a topic-based approach, and teachers implement the National Curriculum and Rainbow Continuum into the relevant topic areas each half term. For example, in Year 1, one of the topics is 'Bright Lights, Big City'. This topic lends itself to being a Geography based unit as it is centred around the city of London and many of the curriculum objectives can be covered across this unit. The children will develop the full range of geographical skills and knowledge across the year as the topics are delivered, with chance to recap previous learning.

Assessment is ongoing throughout each geography topic. Children start new topics by discussing or mind-mapping what they already know and what they want to find out as a pre-assessment activity. This then gives teachers direction in terms of the children's current knowledge and interests and can steer the topic to suit these. AfL is used regularly in lessons and misconceptions quickly clarified. Summative assessment takes different forms but may include a knowledge-based test, a verbal quiz or a written activity where children demonstrate their learning.

Impact

Each child's individual topic book and the whole class 'Big Book' show that geography is taught regularly and learning is recorded in a variety of ways. Outcomes of work are monitored to ensure that they reflect a sound understanding of the key identified knowledge. Teachers can then intervene in a timely manner to clarify misconceptions and revisit areas of learning if necessary.

The outcomes of pupils will be monitored by the class teacher, subject lead and SLT through assessment and marking, tracking, book scrutiny and pupil interviews.

Geography Policy

Rationale

At St Andrew's Infant School, the children will be given opportunities to investigate the physical and human features of their surroundings. They will be encouraged to observe, question and record in order to communicate ideas and information. Geography gives children an understanding and appreciation of the world around them.

Aims

1. To stimulate children's interest in their surroundings and in the variety of physical and human conditions on the Earth's surface.
2. To help children acquire knowledge, skills and attitudes so that they can make sense of the environment they live in and compare it to other environments.
3. To enhance their sense of responsibility for the care of the Earth and its people.
4. To develop a sense of wonder at the beauty of the world around them.
5. To understand patterns and processes through geographical knowledge.
6. To have an understanding of environmental change and sustainable development.

How shall we achieve these aims?

1. By focusing on the development of geographical skills and knowledge.
2. By ensuring a variety of geographical experiences in the long-term planning.
3. By giving the children the opportunity to:-
 - Study geographical themes e.g weather, water, local area.
 - Acquire mapping skills linked to age and ability.
 - Investigate through first-hand experience e.g visits, residential trips and by using the school grounds and the surrounding area.

Organisation

Geography is a foundation subject. During Key Stage 1, Geography will be taught through topic work, discretely or as part of the literacy hour where literacy skills is being taught using geographical content. In the EYFS, children will be given the opportunity to explore the world around them through books, play and adult-led activities.

At St Andrew's Infant School, Geography will be taught in a variety of ways; including whole class teaching methods, group tasks and enquiry-based research activities.

STICKY KNOWLEDGE - Geography

Reception

- Know that their house and school can be found on a map.
- Know that we are in Brighthouse and Brighthouse is in England.
- Know that the globe represents the world.
- Locate hot and cold places on a globe and map (North/South Pole).
- Name the 4 seasons.
- Draw an imaginary map.

Year 1

- Name the 4 countries of the United Kingdom and the surrounding seas.
- Know that the United Kingdom is in Europe and recognise comparisons between Europe and Africa.
- Know that London is the capital city of England and the UK and locate on a map.
- Know what a city and a town is, and which is larger.
- Identify London landmarks (human and physical) including the River Thames and know that the river running through Brighthouse is the River Calder.
- Use compass directions (NSEW) using the mnemonic (Naughty Elephants Squirt Water).
- Name and discuss the 4 seasons including weather and environmental changes such as growth/trees and animals.
- Draw a simple map of the surrounding area.

Year 2

- Use a classroom map to locate Europe, Africa, South America, the UK and the North and South Poles.
- Locate the equator on a map and recognise how it affects climate.
- Use basic human and physical geographical vocabulary when talking about coastal areas (beach, cliff).
- Recognise similarities and differences between the UK and rainforest areas (S. American).
- Draw a map with a key.

What does Greater Depth look like in Geography?

In this document, there is a selection of criteria presented that staff should aim to provide for children during Geography lessons. This will assist pupils in achieving greater depth or show that they are performing at greater depth.

What Greater Depth means in Geography

A child learning at greater depth in Geography will have a secure knowledge of the facts but also an understanding of why they are important or relevant. They will be able to apply their skills such as map drawing to another location with differing features and they will be able to use their locational knowledge to discuss and compare places including climate, physical and human features and culture. They will use key geographical language accurately and offer explanations when looking at similarities and differences. Children learning at greater depth may have an interest in Geography and prior knowledge through reading appropriate books at home, which will help them progress further and deepen their understanding. These children need to be recognised and challenged in order to maintain this interest and for them to achieve greater depth.

Guidance from professional bodies

The National Curriculum states:

- A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
- As pupils progress, their growing knowledge about the world should help 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, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

"The study of geography stimulates an interest in and a sense of wonder about places. It helps young people make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and their environments are interconnected. It builds on pupils' own experiences to investigate places at all scales from the personal to the global."

Qualifications and curriculum authority, 2007

Planning For Greater Depth

Planning will:

- Create links with prior knowledge, thereby cementing their understanding of places and concepts. This will be achieved using the 'Quick 6' questions each lesson.

- Plan for group tasks. Children develop conversation skills and embed knowledge when discussing with peers. Allow children this time to work together and figure things out rather than always being teacher led.
- Provide extension tasks or questions on planning to ensure the children are reaching their potential in all lessons and are deepening their learning.

Use Bloom's Taxonomy to extend planned activities in order to achieve GD:

- List, Define, Label, Name, Recall.
- Identify, Describe, Recognise, Locate.
- Sketch, Choose, Demonstrate.
- Categorise, Examine, Question, Distinguish.
- Collect (data), Formulate, Plan, Propose, Write.
- Argue, Compare, Judge.

Teaching for Greater Depth

- Hold high expectations of the children to promote a growth mindset in the classroom. Introduce more complex language and questioning to stretch the children and ensure their learning is not restricted. This will give children the opportunity to reach greater depth and think more deeply than just the basic concept.
- Ask why. Don't allow the children to settle with an answer just because you said it is correct. Encourage the children to explain their answers or justify why an answer cannot be correct. This gives children the opportunity for deeper level thinking and the ability to use the appropriate geographical vocabulary in conversation. This also promotes extended discussion in class between the children before settling on an answer.
- Give children the opportunity to apply the skills they have learnt. What else might we use a map for? Where else have you seen a key?
- Provide home learning and research which allows children to follow their interests, show their understanding and deepen their learning.
- Identify and work with GD Group in Geography to stretch further and keep learning interesting

Achievement and Assessment of GD

Teachers in KS1 will use conversation and questioning to assess whether pupils are working at greater depth in Geography.

Key questions should be planned for using Bloom's Taxonomy to enable teachers to determine which children have a deeper level of understanding in lessons.

Work completed in exercise books should also be assessed by teachers.

Teachers should be looking for the children's ability to provide explanations for their answers as well as applying their knowledge and skills to extension tasks. For example, children working at greater depth should be able to label the features of a river but then compare them to a contrasting body of water.