



Geography Statement

Geography

Raunds Park Infant School provides a Geography curriculum which develops pupils' knowledge and understanding relating to a wide range of places, environments and features at a variety of scales, extending from local to global. Our topic programme is based upon the National Curriculum expectations and is carefully balanced and planned to be age appropriate across the years.

The study of Geography enhances interpersonal skills and supports the development of respect for others with different circumstances and points of view. Through our Geography lessons we encourage pupils to apply literacy and mathematics knowledge and skills in a practical arena. Pupils learn how to travel, communicate, interact, organise and research, all of which are skills which transfer readily to success and resilience in everyday life beyond school.

All pupils are taught Geography using Cornerstones Maestro and experiences are supported by school trips into the wider community.

National Curriculum programme of study

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239044/PRIMARY_national_curriculum_-_Geography.pdf

Intent

Geography is a subject that provokes curiosity about the natural and human aspects of the world. We want our children at Raunds Park Infant School to understand the physical and human features of the Earth and to encourage them to appreciate the wonders of the world and how to protect our environment and its living things.

At Raunds Park Infant School we ensure that our geography curriculum engages and excites children's curiosity with the intention to support their development of key geographical knowledge, skills and concepts. Within our geography lessons we allow children to develop essential characteristics of geographers such as an excellent knowledge of places with the ability to describe and compare.

Implementation

At Raunds Park Infant School, teaching and implementation of the Geography Curriculum is based on the National Curriculum and is planned using Cornerstone: Curricular Maestro. The geography projects are well sequenced to provide a coherent subject scheme that develops children's geographical knowledge, skills and subject disciplines.

Geography topic becomes the driver unit for one term of the school year with a stand-alone, skills-based topic in each year group. These driver units are taught for a full term which are also supported by cross-curricular links in Art, Design Technology and History. The Geography projects are well sequenced to provide a coherent subject scheme that develops children's skills, including: using geographical resources and knowledge (including: recognizing the continents and oceans, describe a range of human and physical features and applying locational knowledge). The scheme of lessons are based on the four cornerstones of teaching and learning. Lessons are sequenced using Engage, Develop, Innovate, Express to help develop a wide level of interest and understanding. Children revisit and review their understanding of each of these areas as they progress through EYFS, Key Stage One and beyond.

What do the Four Cornerstones look like?

Each stage of learning has its own characteristics promoting high quality teaching, built upon children's natural learning methods.

Engage

A stage of learning that provides children with an inspiring and thought provoking starting point that stirs curiosity and initiates interest. Children engage in purposeful and contextualised learning experiences; in and outside the classroom, making best use of partners, experts and the community to provide the stimulus to learn. To ensure that children are immediately 'engaged', teachers provide a range of memorable experiences and starting points that stimulate children's interests in a particular theme or concept.

Develop

A stage of learning that provides children with an opportunity to develop and master key skills, subject knowledge, research techniques and independence. Children become industrious learners making sense of information and experiences, leading to sound understanding and progress. Children DEVELOP their knowledge, understanding, key and subject skills required to progress their learning and attainment through quality differentiation, focused learning tasks and high quality relevant learning experiences.

Innovate

A stage of learning that challenges children's ability to work creatively, exploring possibilities and finding solutions. Using and applying previously learned skills, knowledge and understanding children work collaboratively to innovate, managing their own learning to achieve given success criteria. Teachers provide an imaginative and relevant provocation or scenario that provides opportunities to observe how successfully children can use, apply and problem solve in creative and imaginative ways.

Impact

By the time our children leave Raunds Park Infant School we want our children to take an interest in their local community and wider locations. Children will be able to compare different locations of its human and physical features as well as understand the contributions they can make within our world.

Teacher assessment and recording against the learning outcomes of the lesson and work produced within our topic books will show clear evidence of a broad and balanced geography curriculum. Outcomes within these lessons will show the journey of develop of geographical key words and skills against the national curriculum strands of: locational knowledge, place knowledge and human and physical geography.

Cornerstones Curriculum Overview

The geography projects are well sequenced to provide a coherent subject scheme that develops children's geographical knowledge, skills and subject disciplines. Geographical locations are not specified in the national curriculum, so they have been chosen to provide a broad and diverse understanding of the world. These can be seen in more detail using CurriculumPRO. Where there are opportunities for making meaningful connections with other projects, geography projects are sequenced accordingly. For example, children revisit the geography of settlements in the history project School Days after studying types of settlements in the geography project Bright Lights, Big City. All geography projects are taught in the autumn and spring terms, with opportunities for schools to revisit less secure concepts in the summer term. Geography overview Cornerstones Curriculum Lower Key Stage 2 In Lower Key Stage 2, children begin with essential skills and knowledge projects (One Planet, Our World in Year 3 and Interconnected World in Year 4). Teaching these projects in Years 3 and 4 enables children to further develop their skills, knowledge and understanding of key geographical aspects and concepts and prepares them to study more thematic geography projects in the following term. In the spring term of Year 3, children study the project Rocks, Relics and Rumbles, which explores physical features and geographical phenomena, including earthquakes and volcanoes. In contrast, in the spring term of Year 4, children carry out a detailed study of the physical features of mountains and rivers, which includes opportunities for in-depth fieldwork.

Key Stage 1

In Key Stage 1, each autumn term begins with essential skills and knowledge projects (Our Wonderful World in Year 1 and Let's Explore the World in Year 2). Teaching these projects in Years 1 and 2 enables children to be introduced to, or revisit, critical geographical concepts, aspects, skills and knowledge. These projects prepare children for the study of more thematic geography projects in the following term. In the spring term of Year 1, children study the project Bright Lights, Big City. This project introduces children to the geography of urban environments and the physical and human features of the United Kingdom. In contrast, in the spring term of Year 2, children carry out a detailed study of coastal geography in the project Coastline. This project introduces children to the geography of coastal environments and provides children with the opportunity for in-depth coastal fieldwork.

Curriculum Overview

Progression Map

Subject Drivers: Geography Focus

EYFS

	Autumn Term	Spring Term	Summer Term
Driver Topic	 <p>This project supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. It teaches children about being helpful, kind and thoughtful at home and at school. This project also teaches children how they are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them.</p>		
			 <p>This project teaches children about the global community to which they belong and explores how living things, communities and climates differ around the world.</p>

	Autumn Term: History	Spring Term: Geography	Summer Term: History
Year 1		 <p>In the Bright Lights, Big City project, your child will take part in a royal garden party and learn about Queen Elizabeth II. They will learn about the countries that make up the United Kingdom, including their location, capital cities and some of their physical and human features. They will have the opportunity to do map work, using compasses and positional and directional language to plan routes around London. They will research the cause and impact of the Great Fire of London and look at some famous London landmarks. They will learn about other capital cities around the world, including Kuala Lumpur, and compare how they are similar and different to London.</p>	
Year 2		 <p>In the Coastline project, your child will use maps to learn about the location of the world's seas and oceans and keys to learn about map symbols. They will also find out about the directions on a compass. They will learn about the human and physical features of a coastline, including the effects of erosion and how to stay safe when visiting the coast. They will have the opportunity to learn about the work of the RNLI, what happened to the SS Rohilla and about the coastal town of Whitby, including how Captain Cook is linked to the town. They will research the tourism industry and consider what features make a place a successful tourist destination.</p>	

EYFS: Geography Skills

Term 1: Me and My Community	Term 6: Big Wide World
This project teaches children how they are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them.	This project teaches children about the global community to which they belong and explores how living things, communities and climates differ around the world.
<p>Key Skills:</p> <ul style="list-style-type: none"> - Map work <p>Places they like to visit in their community and those they live near to or walk past on their way to school. Human features are man-made and include houses, shops, buildings, offices, parks, streets and places of worship.</p> <ul style="list-style-type: none"> - Describe immediate environment <p>School Tour – Take photos of people. A community is made up of a group of people who share or live in the same place.</p>	<p>Key Skills:</p> <ul style="list-style-type: none"> - Similarities and differences between different countries <p>Postcards from around the world. Talk about different places, noting similarities and differences between countries around the world.</p> <p>Videos and drawing from experience different climates and environment.</p> <p>Compare buildings from around the world.</p> <ul style="list-style-type: none"> - Compare the natural world and other contexts. <p>Share the book <i>Our World: A First Book of Geography</i> by Sue Lowell Gallion and compare.</p>

The Natural World ELG

Children at the expected level of development will:

- 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.

People Culture and Communities ELG

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Key Stage One Geography National Curriculum

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.

Year One: Geography Skills

	Term 1 and 2	Term 3 and 4	Term 5 and 6
Geography	<p><u>-children are</u> introduced to maps, globes and online mapping tools. They use positional language of the 4 cardinal compass points. They explore picture maps and are introduced to keys.</p> <p>They learn the names and positions of continents and oceans of the world. They learn the terms "equator" and "Northern Hemisphere" and "Southern Hemisphere".</p> <p>They study a map to learn the names, position of and capital cities of the 4 countries in the UK. They are introduced to the terms, village, town and city. They use satellite imagery to spot features of their locality and carry out fieldwork.</p>	<p>They revisit the map of the UK and its 4 countries and capital cities, the surrounding seas and oceans and <u>it's</u> cardinal compass points.</p> <p>They learn about physical features of the UK, and of cities in particular. They carry out field work linked to human geography.</p> <p>They build on early years learning about the weather, weather patterns and use of keys to record weather.</p> <p>They carry out an <u>in depth</u> study of London and its landmarks. They are introduced to grid maps, and plan routes using a map and other online tools. London is then compared with Kuala Lumpur.</p> <p>CC links – in science children are taught about seasonal change. In DT children learn about transport when designing a taxi.</p>	<p>Children build on their map skills by learning more about the local area, locating the school on maps, and making maps of the locality. They revisit the concept of map keys. They compare maps from Victorian times, building their knowledge of change over time.</p> <p>CC links – in science they learn about positive and negative impact of human behaviours on habitats and how we can improve the environment.</p>

Year Two: Geography Skills

	Term 1 and 2	Term 3 and 4	Term 5 and 6
Geography	<p>Let's Explore the World – children revisit the 4 cardinal compass points and use this knowledge to describe places in the UK. They carry out a traffic survey and collect and interpret data.</p> <p>They revisit the terms Northern and Southern hemisphere and learn about the North and South Pole.</p> <p>They learn about temperature variations and climate. They use their knowledge of the UK to compare and contrast it to Somalia.</p>	<p>Children use maps to learn about the location of the world's seas and oceans and keys to learn about map symbols. They will also find out about the directions on a compass. They will learn about the human and physical features of a coastline, including the effects of erosion and how to stay safe when visiting the coast. They will have the opportunity to learn about the work of the RNLI, what happened to the SS <u>Rohilla</u> and about the coastal town of Whitby, including how Captain Cook is linked to the town. They will research the tourism industry and consider what features make a place a successful tourist destination.</p>	<p>Children revisit learning about the United Kingdom, it's countries, surrounding seas and oceans and cardinal compass points. They revisit keys. They learn <u>how features</u> use changes over time.</p>

SEND

We recognise the need to cater for children with special educational needs. Work is differentiated to assist in children's learning in terms of: learning outcomes, tasks, teaching methods and resources. In addition to this task can be broken down into small steps, giving children achievable goals. All activities should reinforce children's understanding of the subject.