

# Geography

At Hamstel Infant School and Nursery we understand the importance of the teaching of Geography to develop children's interests and understanding of places and environments, including their local area and beyond. We seek to inspire children's curiosity and aim to lead to every child viewing themselves as a successful 'Geographer' who harbours an excitement to explore.

## INTENT—We aim...



For all children to receive a broad, balanced curriculum that immerses them in learning that is **memorable, engaging and meaningful**.

To offer all children a curriculum that ensures the **progressive development** of their **Geographical concepts, knowledge and skills**.

To directly teach and develop **subject specific vocabulary** to children. To create opportunities to **enrich and secure** learning, ensuring children **remember more** and can therefore **do more**.

All children to have opportunities to practise and develop their geographical skills through carefully planned **opportunities**.

To ensure all children can **verbally articulate** and express their **knowledge and understanding** of an age-appropriate but ambitious geography curriculum.

That by the end of Key Stage One, all of our children will have participated in a range of **learning opportunities and experiences, inside and outside the classroom** that enhances their skills, knowledge and understanding of geographical concepts.

## IMPLEMENTATION—How do we achieve our aims?



At Hamstel Infant and Nursery School we understand the **importance of building skills and knowledge over time**. We cover the National Curriculum in Key Stage 1 and use Development matters and the Early Learning Goals in EYFS to develop our own ambitious geography curriculum. We thread Locational Knowledge, Place Knowledge and Human and Physical Geography through our engaging themes. We develop children's Geographical Skills and Fieldwork at age appropriate levels using our school grounds, Wildlife Area and Local area. Our **Hamstel Headlines** are our **key principals that drive the quality of the teaching and learning of Geography** throughout the School.

### Enquiry based learning

Geographical enquiry is **used within our themes** supporting children to answer and ask age appropriate questions about places and environments, including their local area and beyond. Teachers promote **geographical curiosity** and support children to ask, and find the answers to questions they have. Teachers aim to equip children with the skills to think for themselves, critically evaluate what they find out whilst promoting a 'culture of enquiry' in and out of the classroom.

### Enrichment opportunities



The **school grounds** are used to increase children's knowledge, including the use of our Wildlife Area every three weeks, as well as local walks and educational visits further afield. We use our **local area** to enhance our teaching of the geography curriculum, this enables our children to have first hand experiences in the local community.

### Oracy and Vocabulary

Through **well-planned sequenced lessons**, children are taught new subject specific vocabulary whilst given opportunities to revise previously learnt vocabulary. Opportunities for modelled questioning, exposure to high-quality texts and exploration of cross-curricular links also supports the development of children's vocabulary. Vocabulary is made explicit to children in lessons and is modelled so it is put into context for children. All children are encouraged to express their subject knowledge, speaking in full sentences and using **stem sentences** to scaffold their sentence structure.

### Planning and sequencing



Our Geography lessons are planned using our **bespoke progression grid**, alongside this we use our connected grids and medium term plans which then develops into short term plans. Short term planning is written and adapted appropriately to meet the **learning needs of all children**. Planning builds on children's prior knowledge and provides opportunities to develop new knowledge.

## Assessment

Through the use of our **progression grids** and **connected grids**, teachers can identify the journey the children have already been on and going on. We use our identified **expectations for the end of EYFS and Key stage 1** to develop the children's knowledge in Geography. **Sticky knowledge** and **vocabulary** is planned for in lessons highlighting what we want to be learnt by the end of the topic. **In EYFS** the assessment checkpoints are used to inform judgments of understanding of the world, using observations as a key method within this process.

**Prior knowledge** is reviewed at the beginning of all lessons to gauge the knowledge and skills that is remembered from previous lessons. Through repetition, knowledge becomes embedded in the long-term memory. Through using **formative assessment** strategies staff are able to make informed assessments about the children. Effective strategies that we use such as; show me boards, thumbs up, thumbs down, 3 tick answers and think pair share provide feedback that helps moves pupils on and address any gaps and misconceptions. **Sticky knowledge quizzes** form part of the assessment process which will take place at the end of each taught topic.

## Eco Committee

The **Eco Committee** is formed of children from Reception to Year Two who meet regularly. The school shares Eco Schools actions and news in school assemblies and plan stand alone lessons to raise awareness of on going ecological issues, such as plastic pollution and wasting food. **Our aim is to use our 'We care' values to raise awareness and care for our world.**



## EYFS

From Nursery, children have the opportunity to explore Geography in a **practical and meaningful** way, including the use of our Wildlife Area every three weeks. The knowledge and skills are covered on a termly basis following the Statutory Framework for the EYFS and Development Matters. The content allows for a **broader, deeper understanding of the skills, knowledge**, and concepts relevant to Geographical Development which are carefully threaded through Nursery and Reception years and **half-termly themes**. The development of **vocabulary** is key to building children's knowledge and understanding and is therefore highlighted each term.

## Resources

Children have access to a **wealth of resources** which includes using technology and practical resources. Our curriculum is book rich and has texts weaved throughout to engage and excite the children. These books are themed and link to our Geographical knowledge. The children have access to **high-quality Atlases, Globes, videos and visitors**. Children use **Digimap for Schools**, an award-winning online mapping service supporting the cross curricular teaching of Geography. The children will grow in independence as they learn to use and navigate these resources. Through these resources, children have opportunities to practise and consolidate their learning whilst learning the skill of research.



## IMPACT—How will we know we have achieved our aims?



Children will use geographical **vocabulary** correctly to communicate their understanding of the taught geography.

Children will begin to realise that they have **choices** to make in the world, developing a **positive commitment** to the environment and future of the planet.

Children will begin to make **connections from Geography to other curriculum subjects**. Children will develop their **enquiry skills**, and **inquisitiveness** about the world around them.

Children will become competent in **age-appropriate observing, collecting, interpreting and communicating** geographical information.

The **learning of geography is loved** by teachers and children across the school. Teachers have high expectations and **children make good progress across their geography lessons**.

All children **speak confidently and positively** about their geography learning.