

# Our Geography Curriculum



# Chandag Infant School

## EYFS

**Communication and language development** involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations

**ELG 01 Listening and attention:** Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

**ELG 02 Understanding:** Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to **stories or events**.

**ELG 03 speaking:** Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

**Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities

**ELG 06 Self-confidence and self-awareness:** children are confident to try new activities, and to say why they like some activities more than others; and choose the resources they need for their chosen activity.

**Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment

**ELG 13 People and communities:** Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

**ELG 14 The world:** Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

## **First hand experiences and pupil offer:**

Geography at Foundation Stage is introduced indirectly through activities that encourage children to explore, observe, think, make decisions and discuss. This is scaffolded through skilful adult interaction. Children will have opportunities to explore a range of geographical skills such as having an awareness of maps and globes and be exposed to images and information about the people and places around them. They will experience first-hand fieldwork and materials which they use to inspire learning.

The first hand experiences children have are:

- Forest schools.
- Windmill City Farm.
- Welly Walks in and around Keynsham.
- First hand discussions with children about their local area.
- The 'Me Box' – sharing experiences and visits from their own lives.
- Sharing stories, pictures, music and art from around the world.
- Exploring the school environment.

| Year 1 Outcomes   | Year 2 Outcomes  |
|---|--|
| Geographical Enquiry. <ul style="list-style-type: none"> <li>I can use teacher led enquiries, to ask and respond to simple closed questions.</li> <li>I can use information books/pictures as sources of information.</li> <li>I can Investigate my surroundings.</li> <li>I can make observations about where things are e.g. within school or local area.</li> <li>I can talk about the people that make up my community and why they are important.</li> </ul> Map skills. <ul style="list-style-type: none"> <li>I can follow directions (Up, down, left/right, forwards/backwards)</li> <li>I can draw picture maps of imaginary places and from stories.</li> <li>I can use own symbols on imaginary map.</li> <li>I can use a simple picture map to move around the school and recognise that it is about a place.</li> <li>I can use relative vocabulary (e.g. bigger/smaller, like/dislike)</li> <li>I can draw around objects to make a plan.</li> <li>I can learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France</li> <li>I can picture maps and globes.</li> </ul> | Geographical Enquiry <ul style="list-style-type: none"> <li>I can ask geographical questions; Where is it? What's it like?</li> <li>I can use NF books, stories, maps, pictures/photos and internet as sources of information.</li> <li>I can investigate my surroundings.</li> <li>I can make appropriate observations about why things happen and make simple comparisons between features of different places.</li> </ul> Map Skills <ul style="list-style-type: none"> <li>I can follow directions (as yr 1 and inc'. NSEW)</li> <li>I can draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</li> <li>I can begin to understand the need for a key and use class agreed symbols to make a simple key.</li> <li>I can follow a route on a map and use a plan view.</li> <li>I can use an infant atlas to locate places.</li> <li>I can begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</li> <li>I can look down on objects to make a plan view map.</li> <li>I can locate and name on UK map major features e.g. London, River Thames, home location, seas.</li> <li>I can find land/sea on globe.</li> <li>I can use teacher drawn base maps and large scale OS maps.</li> </ul> |

|        | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
|--------|---|--|---|--|--|---|
| Year 1 | <b>Human and physical geography</b><br>Jobs People Do – real superheroes.   | <b>Human and physical geography</b><br>Explore weather and seasonal changes in different locations around the world. | <b>Place knowledge</b><br>Comparing Keynsham and Kenya – focusing on children’s lives.<br><b>Geographical skills and fieldwork</b> Using maps atlases and globes to locate Keyna and the U.K.                                       | <b>Physical and human</b><br>Manor Woods trip, identify human/physical features through first hand experiences.  | <b>Geographical skills and fieldwork</b><br>My journey to school, make a journey map.  | <b>Locational knowledge</b><br>Beside the Sea-Coastal geography<br>Name and locate the world’s seven continents and oceans.<br>Use simple compass points and directions.                          |
| Year 2 | <b>Geographical skills and fieldwork</b><br>Study and create 2D and 3D maps of the local area, go on a Keynsham ‘big day out’ using maps as a reference point.<br>Where does our food come from?<br>Explore local food and food miles. Locate origins of food using maps. | <b>Locational knowledge</b><br>Looking at earth from space-locating the UK, continents and oceans.                   | <b>Human and physical</b><br>Keynsham and Galapagos comparison.<br><b>Geographical skills and fieldwork</b> Create an accurate but imaginary map of the school grounds using squared paper and a key – ‘Stranded on Chandag Island’ | <b>Place knowledge</b><br>Locations of castles in the UK using maps. Whilst describing their location using key information about the UK and compass points. | <b>Human and physical geography</b><br>Links with science – animals and their habitats. Physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather | <b>Locational knowledge</b><br>Use maps to locate oceans, seas and key countries within the continents. Explore similarities and differences between daily-life in a non-European country. India. |



## Chandag Infant School Geography Curriculum



**Intent: Our intent for Geography at Chandag Infant School** is a high quality Geography curriculum helps to inspire in pupils a curiosity and fascination about the world in order for them to make sense of the world they live in. Our teaching of people and places, human and physical geography and geographical skills such as, using maps and globes, aerial photographs and digital mapping and collecting data will enable them to interpret the images and information about the people and places which they acquire. They will then be able to communicate their knowledge and show a greater understanding of the Earth's key physical and human processes and the people that live within the world. As a school we also hope to foster a sensitive concern for the environment and shared responsibilities for our world. We want the children to enjoy and love learning about geography and experience this through not just experiences in the classroom but also through the use of fieldwork and educational visits.

**Implement: Our curriculum is organised** is through a thoughtfully devised skills progression which allows for the introduction of new skills and learning whilst providing frequent opportunities for deep learning through revisiting prior learning and application of skills in different contexts or subject areas. Through secure subject knowledge, teachers support and challenge pupils in learning new skills during discrete geography sessions, whilst providing opportunities for meaningful application of geography skills across the curriculum. The skills taught reflect those outlined in the National *Curriculum 2014*. To ensure deep learning and progression, these skills have been written into long term and medium term planning across KS1. Each term, children experience a range of first hand experiences with familiar and/or new skills, whenever possible this is linked meaningfully to the topic. In addition to whole class learning, children have the opportunity to join the Eco - Team and go on field trips around the local area to immerse themselves in the subject further.

**Impact: We measure outcomes through** both formative and summative assessments. Through devising desired knowledge, skills and vocabulary in long term and medium term planning, teachers can confidently use formative assessments, to which inform their short term planning. Annotations on planning, observation notes, photographs, screen shots, alongside examples of quality work in children's books are used to evidence impact. However, due to the practical nature of our curriculum, listening to learners is used as a central measure of impact when measuring pupil outcomes. In term 6 a summative teacher assessment against the intended outcomes for the end of each year group is made by the class teacher for each child; this is shared with subject leader and SLT providing important information regarding which pupils are exceeding, at or below age related expectations. This information informs future curriculum action plans and provision to ensure a responsive and ever evolving school curriculum