



Geography Curriculum Statement

Our CLEAR Curriculum Drivers:

Our C.L.E.A.R curriculum drivers are:

- CARE We treat each other and property with respect
We keep ourselves physically and emotionally safe and healthy
- LEARN We know learning helps us grow by doing and knowing more
We learn and challenge ourselves in different ways to reach our goals
- ENGAGE We value and enjoy all learning opportunities and experiences
We are proactive members of our learning communities
- ACHIEVE We set high expectations of ourselves and always give our best
We take pride in all we do and celebrate all our efforts
- REFLECT We embrace our next-steps in learning
We find ways and seek to do things better next time

Our curriculum is implemented through;

An **EPIC** approach to learning;

- Enquiry-led** - children are active partners in their learning.
- Purposeful** - learning is meaningful and there is an end goal.
- Innovative** - learning is personalised to meet children's needs.
- Challenging** - the pitch, pace and standards of learning are right for each individual child.

Curriculum Intentions

At Foxhills we aim for our children to become proficient geographers. A proficient geographer is able to: investigate places and geographical patterns using simple fieldwork and observational skills; read, use and devise some geographical representations; use geographical vocabulary; and make connections and comparisons between different locations and patterns, using the crucial knowledge they have acquired during their time at Foxhills. Crucial knowledge refers to the knowledge the school has identified as being the most essential content that all children must acquire to ensure they meet the milestones for the end of Early Years Foundation Stage and Key Stage One in Geography.

Our geographical concepts are:

- Investigating Places
- Investigating Patterns
- Geographical Representations

At Foxhills, the characteristics of an effective Geographer are:

- A developing knowledge about the world, the United Kingdom and their own locality.
- An ability to use simple fieldwork and observational skills.
- An ability to use geographical vocabulary to communicate and recall features of places and patterns.
- An ability to read, use and devise geographical representations such as maps, atlases, globes and aerial photographs.
- An ability to investigate places in order to draw comparisons and make connections between them.
- An ability to investigate geographical patterns and draw comparisons and make connections between them.
- An appreciation for the breadth of geographical experiences across the globe.
- An ability to interpret geographical representations as well as simple data and sources.

Curriculum Implementation

How is the Geography curriculum organised and how does it progress?

From the beginning of EYFS, the Geography curriculum begins with the concept of Investigating Places. Starting school for the first time, naturally exposes children to a new environment and as they absorb their surroundings, explore and observe, they will automatically investigate places. Adults develop this by discussing with children what they can see, what they notice, what they like, and how they feel about being in their new environment. Children are supported to make connections between home and school, and are encouraged to verbalise these. Geographical vocabulary is introduced at this point.

As children enter the second half of Autumn term, they are expected to describe in more detail, the things that they encounter, as well as ask questions, drawing on their vocabulary knowledge to achieve this. In the spring term of EYFS, children investigate patterns, as they identify changes in their immediate environment, including weather and the seasons. Later on, this helps them explore a contrasting environment by drawing on similarities and differences. In the summer term, children learn to relate their learning about places to the people that live there – both in their own and in contrasting environments – and make connections between the two, as they continue to make observations and verbalise their learning.

As children move to year one, they revisit learning about their immediate environment. This supports the transition to a new year group and supports them with comparing and contrasting, beginning with what they already know. As they gain more confidence in verbalising and recording findings about their own locality, they are expected to use a range of geographical vocabulary and investigate places, before moving on to patterns on a larger scale of the United Kingdom. By linking their experiences of weather

patterns in their own locality, to weather patterns in the United Kingdom, they are able to investigate the United Kingdom as a place, including its countries and capital cities, as well as the people living there. This is represented in a range of geographical ways. By developing these skills, children are then encouraged to transfer their geographical knowledge to a larger scale; when they identify and investigate the seven continents and five oceans in Spring 2, using maps to locate and name these. This prepares them for the concepts taught in the summer term, where they revisit knowledge related to continents, as well as starting to explore the equator and the North and South poles. As our children investigate hot and cold areas of the world, they are expected to be able to link this back to their own locality and make appropriate comparisons.

By Year 2, children consolidate their understanding of the continents and oceans of their world. They are taught how to investigate this further using locational and directional language, as well as compass directions. This will help them interpret and devise maps based on their own locality later on, during the autumn term. The children explore a range of landmarks and develop their understanding of human and physical features further during the autumn term, as well as strengthening their schemas around perspective, and the ways in which this is used in geographical fieldworks and representations. During the spring term, children continue to develop their locational awareness by revisiting crucial knowledge related to place. They are expected to use this knowledge as a skill to transfer what they know into a range of contexts. They will utilise their learning about their own locality, as well as the United Kingdom, to compare and contrast this with a non-European country. Our aim is that our children will be able to apply their knowledge of the geographical patterns and fieldwork skills, as well as using geographical representations, to investigate this contrasting country in detail, and draw conclusions based on their local context and how this relates to global concepts.

How are tasks designed?

In order to make learning meaningful, global geographical concepts are always linked to local geographical contexts. This supports children in making links and connecting new knowledge to something tangible and relevant to them. In Geography, children are provided with opportunities to verbalise and discuss findings and thoughts, are taught how to use a range of geographical vocabulary, to undertake simple fieldwork such as observation, and participate in practical tasks, designed to engage all children. All tasks involve children investigating and questioning what they have found out. Recorded tasks encourage children to apply their knowledge as a skill and include interpreting maps, and concluding, based on first hand observation and research. Children at Foxhills Infant School benefit from the school's rich landscape, including fields and a nature trail. Our environment exposes children to the New Forest's wildlife and natural wonders, and supports the facilitation of our geography curriculum very well.

Typically, Geography opportunities take the form of:

- Geographical fieldwork, such as first hand observation
- Discussion around fieldwork, including asking questions and making verbal observations
- Recording of findings from fieldwork or other sources
- Identifying and investigating geographical representations such as photographs, maps, globes
- Debate and discussion regarding key questions
- Making connections and links
- Exploration and using prior learning in a new context
- Categorisation and explanations, both verbal and written

Which skills or knowledge can children not access the rest of the curriculum without?

Geography learning strengthens children's ability to collect evidence from a range of sources, including but not limited to; first hand observation and visual and textual sources such as atlases, photographs, or videos. Geography learning develops the skills of identifying, classifying, exploring and investigating. It also encourages opportunities for debating, discussing, critical thinking, and partner work. As a result, these skills can be applied in Reading, History, Science, Spoken Language, and RE.

What does Geography look like across the curriculum?

Children who are proficient in geography, will be able to investigate patterns, places and geographical representations. They will also develop observational skills, which support inquisitiveness and curiosity. This helps children to question, debate and think critically. Children are explicitly taught how to use these geographical skills and are continuously encouraged to apply them in other subjects.

Retrieval rocket tasks assist children in strengthening their long term memory. They encourage children to draw on schemas they have previously formed, therefore supporting them in making connections between learning experiences.

Provision for SEND and Greater Depth

All children are taught about their immediate environment through geography teaching. This is predominantly achieved by first hand observation and hands on experiences, but also through stories and geographical representations. There is a strong focus on teaching geography vocabulary as this supports all children in accessing and understanding knowledge. The school has identified the crucial knowledge that all children must acquire and presents this knowledge in different ways to support acquisition for individuals.

Effective provision for pupils with SEND includes; quality first teaching based on accurate assessment of learning, pre-teaching of crucial knowledge, careful mixed-ability pairings to enable pupils to learn from one another, adult support, support to access vocabulary, and dual coding in sources of information. At Foxhills, we believe that every pupil, regardless of their background, can achieve mastery in Geography. Knowledge organisers are presented in ways to help children commit key knowledge to memory. First hand observation, real life experiences, visits, and sensory opportunities support children in acquiring geographical concepts.

Children who are working at greater depth are challenged by tasks which promote deeper connection-making and higher-level interpreting of geographical representations and data. Greater depth Geographers, are expected to be independent learners who can relate experiences from their immediate environments to those across the globe. Tasks are designed to encourage investigation and problem solving and children are asked to reason and justify with evidence, their findings. Assessment for learning is used in lessons and between lessons to ensure tasks are appropriately pitched.

Curriculum Impact

A child who has acquired the crucial knowledge and developed proficiency in Geography, will demonstrate the characteristics of effective learning:

Foxhills Infant School

