

Common Road Infant and Nursery School

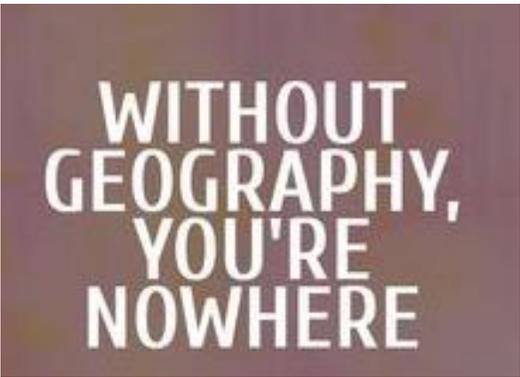
Geography

Curriculum Statement

'Flying High Together'

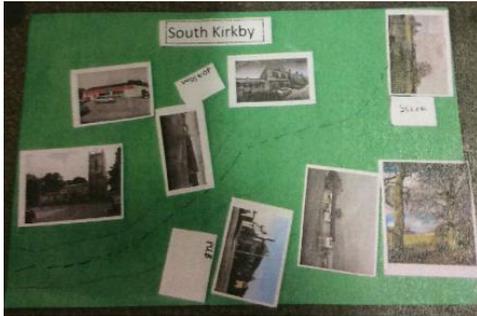
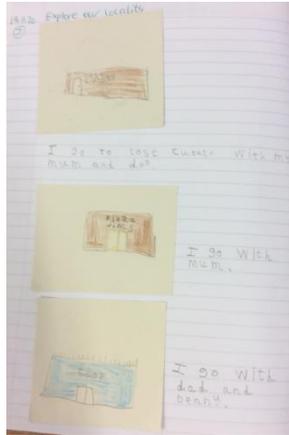
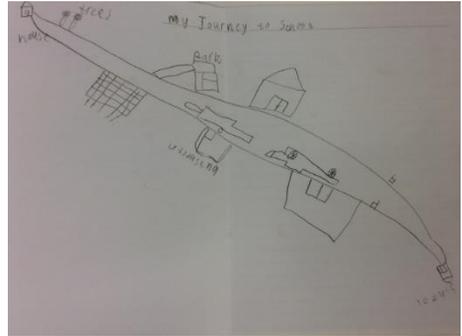
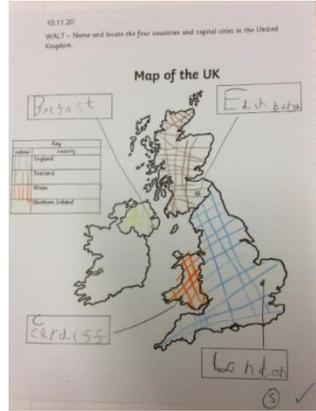
We aim to encourage our children to develop an appreciation and understanding of our world- "The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world".

Intent	Implementation	Impact
<p>At Common Road our aim is to help children develop a love of geography. We know that our children have a limited experience of the world around them and that on entry to Nursery this is an area that is below ARE. Our intent is to develop a curriculum that gives children the opportunity to realise that they live in a 'BIG WIDE world', and to learn and reflect on the world around them. Their awareness of the world around them is also narrow and so we aim to improve their awareness of where they are, what there is, to give them a sense of location. This will support them to develop an understanding of the environment, the natural world, and the social environment. We will be asking the children to think geographically and build on their critical thinking, analytical and creative skills. As Geography is a foundation subject in the National Curriculum and is a statutory part of the 'Understanding the World' Early Years Foundation Stage Framework we believe that children's attitudes to geography are formed through early experiences at school and influenced by the discussions they have with their peers, however due to our children having limited experiences outside of school it is an importance that we improve their cultural capital. Overall, our aim is to ensure that our children are given the best possible introduction to geography and become confident, enthusiastic learners in preparation for their future schooling and lives.</p>	<p>The core of our geography curriculum is taken from the National Curriculum. Our school curriculum builds upon this by linking the set objectives to 3 topic areas over the school academic year. Knowledge organisers are used to show the layout and progression of skills through each topic. Each year group has their own individual topic areas which are chosen carefully to ensure each topic builds on previous learning to create 'sticky' learning. Our topic areas begin by linking closely to the pupil's locality as we feel it is important they make those links between their own experiences and their local community. Throughout the academic year the topic areas progress to exploring the wider world. Within each topic area we focus on 2 domains 'Geographical Enquiry, Geographical knowledge'. Geography lessons provide a 'hands on' practical approach which allows the pupils to explore geographical concepts through media, artefacts, pictures, photographs, videos and trips. Children are able to make the link between their locality and the wider world by building on the required skills through practical experiences. This enables geographical information to embed into the children's memory. Children will then be more able to transfer new learning to recorded tasks.</p>	<p>Most children will reach age related expectations and will have a developing understanding of geographical skills and knowledge. This achieved through practical experience. Children will show that they are able to complete tasks using their critical thinking, analytical and creative skills and make distinct connections and comparisons between their local area and the wider world. They will be able to explain why. Outcomes will demonstrate that there is progression of skills, geographical understanding, with appropriate vocabulary used to support and extend their understanding. Children will demonstrate confidence when discussing geographical concepts during discussions when navigating and engaging with their world. Children will be able to identify their own strengths and areas for development.</p> 

<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Share curriculum expectations effectively to support teaching and delivery. • Ensure an appropriate progression of knowledge is in place which supports children in knowing more and remembering more as geographers. • Ensure an appropriate progression of geography skills and knowledge is in place over time so that children are supported to be the best geographers they can be, this includes challenge to support all. • Ensure an appropriate progression for vocabulary is in place which builds on prior learning. 	<p>Our learning areas will:</p> <ul style="list-style-type: none"> • Provide the children with high quality equipment and resources for each topic area which allows them to explore practically through hands on experiences. Which in turn supports children's learning to embed deeper into their memory. • Displays will include high quality WAGOLs, evidence of learning and carefully chosen vocabulary. • Carefully chosen vocabulary which are updated are reinforced when applying to a different topic area. • Children will work in small groups or whole class as appropriate. • Texts, both non-fiction and fiction will be accessible to develop and deepen a wider understanding and support reading skills. 	<p>Recorded evidence will show that:</p> <ul style="list-style-type: none"> • Children have had the opportunity to be hands on through practical experiences which allow children to apply knowledge and practice skills. • Children will produce high quality pieces of work which show case their knowledge and skills. • Children's books will clearly show progression of knowledge and skills in line with expectations set off in the National Curriculum and medium term plan. • Children's work, over time will showcase a developing range of skills used across all areas of the geography curriculum. 

<p>The class teacher will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> • Create teaching plans which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all children have the correct tools and materials. 	<p>Our children will be:</p> <ul style="list-style-type: none"> • Engaged learners – able to ask questions confidently. • Resilient learners – who understand their own strength and areas for development. • Able to review their own work and talk about how they can improve it. • Enjoy learning in a safe environment which gives them opportunities to explore their own creative development. • Nurtured to overcome any barriers to their learning and develop their self-confidence. Develop geographical skills and confidence over time as a result of quality first teaching. 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Celebrate the successes of children in assembly, parents meetings, information meetings, governor reports and displays around school. • Collate evidence over the year which evidences that children know more and remember more. • Monitor the standards in the subject to ensure that outcomes are at expected levels. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.
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School Evidence

	<u>Early Years</u>	<u>Year 1</u>	<u>Year 2</u>
Autumn	 <p>“The children enjoyed exploring South Kirkby using their car mat. The children were able to spot 2 shops they go to with mum and dad.”</p>  <p>“Daniel looked at the local environment with interest. He spoke about the things he could see and the things he could hear. "It could be a motor bike or a tractor" he said. "it's really grassy and green there"</p>	 <p>“The children in Year 1 were exploring their local area. They designed their own map of South Kirkby using features of their locality.”</p>  <p>“The children were drawing, labelling and writing sentences about the different features in their local area.”</p>	 <p>“The children in Year 2 drew their own map of their journey to school.”</p>  <p>“The children were identifying and labelling the 4 countries and capital cities in the UK. They also created their own key using different colours for each country.”</p>

Spring			
Summer			