

Geography

at Banks Lane Infant and Nursery School

Working together, nurturing excellence.

Subject Lead – Bernie Spencer

Under Construction – Nov 22



National Curriculum-Geography

“The study of geography stimulates an interest in and a sense of wonder about places.

It helps young people **make sense of a complex and dynamically changing world**. It explains where places are, how places and landscapes are formed, **how people and their environment interact**, and how a diverse range of economies, societies and environments are **interconnected**. It **builds on pupils’ own experiences** to investigate places at all scales, from the personal to the global.

“**Geographical enquiry encourages questioning, investigation** and critical thinking about issues affecting the world and people’s lives, now and in the future.

Fieldwork is an essential element of this. Pupils learn to think spatially and use **maps, visual images and new technologies**, including geographical information systems (GIS), to obtain, present and analyse information. **Geography inspires pupils to become global citizens by exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet.”**

Geography in our school

School Intention - *What do we want our children to learn?*

Geography helps us to **understand our world** and our environment. By recognising **natural changes and changes made by people**, we can better understand how we can look after our **environment & the wider world** and that we can make a difference through our shared values:

Curriculum plans – *How are knowledge and skills built across throughout school?*

- Our Geography curriculum covers the breadth of Geography from all statutory Geography requirements including **locational knowledge, place knowledge, human and physical processes and geographical skills** enable our learners to understand the world and our environment. Our learning experiences allow the learners to think like geographers with opportunities for extra curricular activities.(Outdoor Learning, Cheshire Wildlife Trust 'Rewilding Challenge', **Geography Day, Geography Club**
- Our curriculum addresses both pupils' lived experiences and presents them with the foundations to develop through their school career. It is a **spiral curriculum that develops and revisits skills and knowledge**. This allows prior learning to be revisited, reinforced and extended upon through the key stage.

Key concepts within Geography

Geographic concepts **allow for the exploration of relationships and connections between people and both natural and cultural environments.**

<p><u>Place and Scale</u></p> <p>Developing and understanding contextual knowledge of the location, and how it relates to the wider world.</p>	<p><u>Environment and Sustainability</u></p> <p>Looking at what biomes exist in the world, and how humans and animals adapt to where they live. Understanding the impact that humans have on the world.</p>	<p><u>Interconnectivity</u></p> <p>Building and understanding why and how Physical and Human features affect each other in many ways, including how they develop and change overtime.</p>
<p><u>Physical</u></p> <p>Learning about earth's natural processes, features, and how they change over time.</p>	<p><u>Human</u></p> <p>Looking at human processes and the connections they have on the environment.</p>	<p><u>Investigation</u></p> <p>Immersing children in geographical resources to help them draw conclusions about the world.</p>

7. Diverse Communities?

How is progress shown?

Nursery

EYES

KS1






Long

Long Term Overview

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2
Big Question	How marvellous am I?	Why do leaves go crispy?	Where does snow go?	How do buildings up?
Topic	Ourselves	Autumn Christmas	Winter Shape	Occupations Dentist
Theme	Self-awareness	The senses	Change	Heroes
Book	What I like About Me! 	The Happy Hedgehog Band 	Snowmen at Night 	I want to be a Dentist 
Real Life experiences (Cultural Capital)	Getting to know each other, Harvest Festival, Grandparents Day	Remembrance Day, Christmas sing-a-long, Bulb planting, Walk to post box	Pyjama and hot chocolate day, Bird Watch, Chinese New Year	Builder visit, Fire safe, Dental visit, Mothers' Day, Easter egg hunt, Father's Day

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Big Question	Why should we try new things?	What makes something real?	Is the journey as important as the place you're going to?	Why does the world need colours?	What makes something a 'treasure'?
Topic	Adventure Awaits!	That's not a box...	Are We Nearly There Yet?	I Can Sing a Rainbow	Yo Ho, Yo Ho a Pirate's Life for Me!
Theme	Self-confidence Thinking Ahead	Creativity Imagination	Journeys Travel Movement	Colours Growth Light	Risk taking Values
Book	Jack and the Beanstalk	Stickman	The Naughty Princess	The Day the Crayons Came Out	The Night Pirates


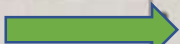
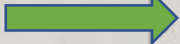



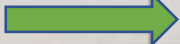
Long Term Overview

Year One	Autumn	Autumn 2	Spring 1	Spring 2
Big Question	A world with no trees?	How did the dinosaurs leave their mark on the world?	Are mistakes a good or a bad thing?	What is the best way to learn?
Topic	Into the Woods	The Land Before Time	London's Burning	Once Upon a Time
Theme	Outdoors	Forever changing	Learning from the past	Action/Right wrong
Book	The Gruffalo, The Tree  	Giganotosaurus 	Vlad and the Great Fire of London 	Select tales 

Year Two	Autumn 1	Autumn 2
Big Question	What makes a house a home?	A Victorian childhood: more challenging than yours?
Topic	There's No Place Like Home	What The Dickens?
Theme	Belonging/ special places	Differences and changes over time
Book	On the Way Home 	Chimney Charlie Oliver Twist  

Nursery is currently being updated October 2022

Nursery(EYFS)

 Geography		Understanding the World	
		Mathematics	
3 to 4 Years	Mathematics		Understand position through words alone e.g. 'The bag is on the table.' with no pointing.
			Describe a familiar route.
			Discuss routes and locations, using words like 'in front of'.
	Understanding the World		<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials.
			<ul style="list-style-type: none"> Begin to understand the need to respect and care for the natural environment and all living things.
			<ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Learning outdoors is crucial to understanding the world.

Lots of opportunities to be outside, making observations, sharing their own experiences, seeing comparisons with their own lives and those around them.

socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support comprehension.

Development Matters- Children in N

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and change they notice.
- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences between people.
- Know that there are different countries in the world and talk about the differences that they have experienced or seen in photos.

Our School-Progression in Skills, Classro

Autumn 1	Autumn 2	Spring 1	Spring 2
**Make connections between the features of their family and other families. *Notice differences between people. *Explore and respond to different natural phenomena in their setting.	* Begin to make sense of their own life-story and family's history *Explore how things work. *Plant bulbs and care for growing plants. *To be able to identify similarities and differences between themselves and their peers. *To know that some celebrations are specific to some cultures, e.g. Diwali is celebrated by Hindus, Hanukkah is celebrated by Jewish people and Christmas is celebrated by Christians.	* Begin to understand the key features of the life cycle of a plant and an animal. *Begin to understand the need to respect and care for the natural environment and all living things. *To learn about Chinese New Year communities Physical Sustainability and	* Begin to talk about the differences between materials and changes they notice. *Continue to develop positive attitudes about the differences between people. *Shows an interest in different occupations. *To learn about Easter. communities

7. Diverse Communities?

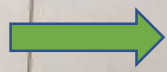
Reception-EYFS

Geography		Understanding the World	
		Mathematics	
3 to 4 Years	Mathematics	<ul style="list-style-type: none"> Understand position through words alone e.g. 'The bag is under the table.' with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' or 'behind'. 	
	Understanding the World	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	
Reception	Understanding the World	<ul style="list-style-type: none"> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live. 	
ELG	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.
		The Natural World	<ul style="list-style-type: none"> 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.

place and scale,

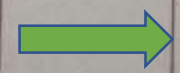


place and scale,



human, physical

Diverse Communities



Banks Lane Infant & Nursery School | Year 1 Geography End Points

	Locational Knowledge	Place Knowledge	Human and Physical Geography
Year One	<ul style="list-style-type: none"> ➤ Use locational and directional language (near, far, right, left, direction), and compass directions (north, south, east, west) with support ➤ Use maps and globes ➤ Devise a fictional map to construct basic symbols in a key ➤ Describe routes and features on a map and learn to communicate geographically ➤ Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment ➤ Use aerial shots and plan perspectives to recognise landmarks and basic human and physical feature of the school; devise a simple map and use and construct basic symbols 		


	Locational Knowledge	Place Knowledge	Human and Physical Geography
Year Two	<ul style="list-style-type: none"> ➤ Use simple compass directions (North, South, East and West) with increasing independence, and use locational knowledge and directional language (for example, near and far: left and right), to describe the location of features and routes on a map. ➤ Use maps, atlases, globes with increasing independence to identify the United Kingdom and its countries, as well as the continents, and oceans of the world. ➤ Use aerial shots of Bramhall Park and plan perspectives to recognise landmarks and human and physical features; devise a simple map; and use and construct a simple key ➤ Name and locate the cities of the UK. 		
	<ul style="list-style-type: none"> ➤ Identify other countries on maps and globes & name the seven continents and five oceans. ➤ Identify hot and cold areas of the world in relation to the equator & the North & South Poles 	<ul style="list-style-type: none"> ➤ Talk about geographical similarities and differences through studying the human and physical geography of a small area in the UK e.g. Stockport and a contrasting non-European country e.g. China. 	<ul style="list-style-type: none"> ➤ Use increasing range of geographical vocabulary to describe and compare features of different locations ➤ Talk about land use around the school. ➤ Understand seasonal and daily weather patterns, the locations between hot and cold areas and the north and south poles.

Curriculum Plans – *What are the plans for progression of vocabulary?*

- In Nursery and EYFS, Geography vocabulary is simplistic and uncomplicated, but necessary. Children use prepositional language to locate things they see e.g. ‘I can see over there’ and to navigate where they go. They talk about the weather by thinking about the here and now, or what happened yesterday or what will happen tomorrow. ‘It was raining yesterday, but today it is sunny’. The squirrel has a home in the tree.
- KS1




season




weather



mountain



river



town

Geography

The Street Beneath My Feet

We learn about the destructive powers of nature, from volcanoes and earthquakes to tsunamis and tornadoes. Through discussion and practical tasks, we will learn about how and why these natural phenomena occur, and the ways in which they affect people and the environment.

Geography

The Land Beneath Our Feet

Discover about how people use land in our local area and in the UK using maps. We will get out and about in our local area and see how land use has changed over time.

Geography

The Land Beneath Our Feet

We will continue this topic looking at the physical features of mountains, rivers and seas to the human characteristics such as towns, cities and counties of the UK.

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

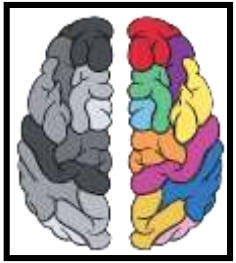
- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geography – key stages 1 and 2

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Curriculum plans – *What are the plans for retention of knowledge and skills? Linking learning and remembering learning.*



Our curriculum is cyclical, therefore children revisit knowledge, skills and understanding through the year groups.

We use **Can you Still?** teaching strategies at the start of every lesson to ensure that knowledge is embedded and retained.

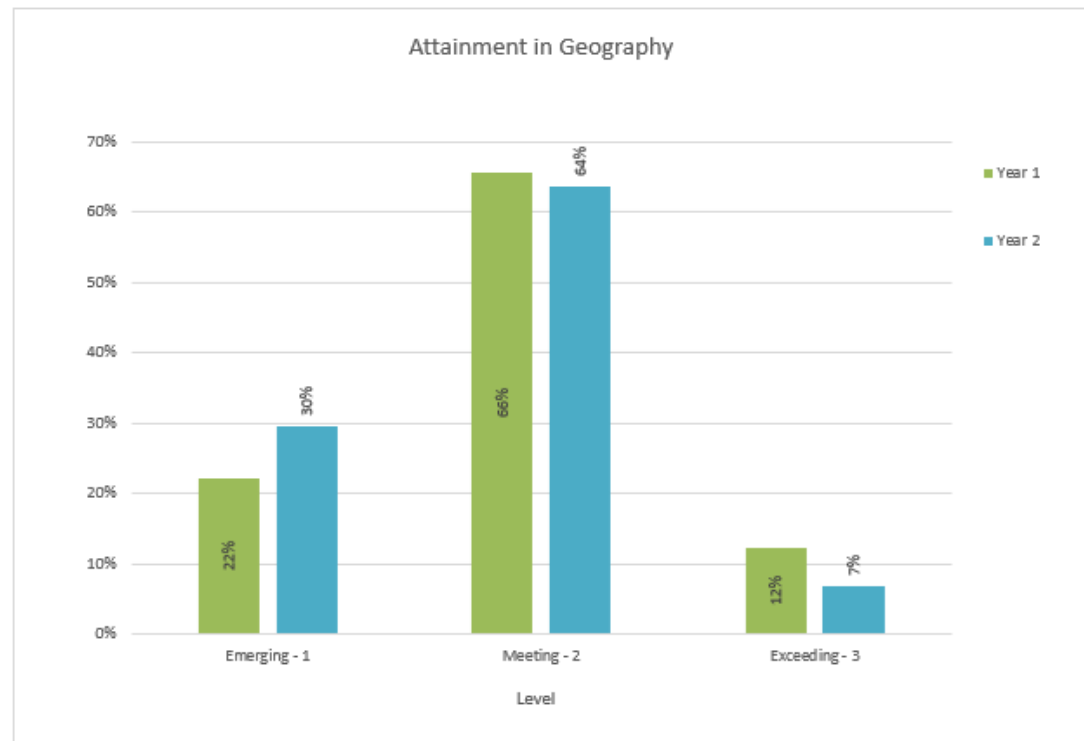
Our quality first teaching is planned so that 80% of the lesson is revisiting prior learning with 20% teaching new learning.

We use graphical cards to support all our learners which helps to embed the vocabulary through dual coding.

Assessment – Measuring progress, knowledge, skills and challenge.

- What does the data say?
- The curriculum must showcase the skills
- Staff audit of teacher knowledge and confidence teaching Geography.
- Children should be getting frequent opportunities to practise all of the keys skills.

UTW: Past and Present Early Years Foundation Stage	UTW: People Culture Comms Early Years Foundation Stage	UTW: The Natural World Early Years Foundation Stage
2	2	2
2	2	2
2	2	2
2	2	2
2	2	2
2	2	2
2	2	2
1	1	2
2	2	2
2	2	2
2	2	2
2	2	2
2	2	2



Assessment – Measuring children’s progress, key findings-*How do we do this?*

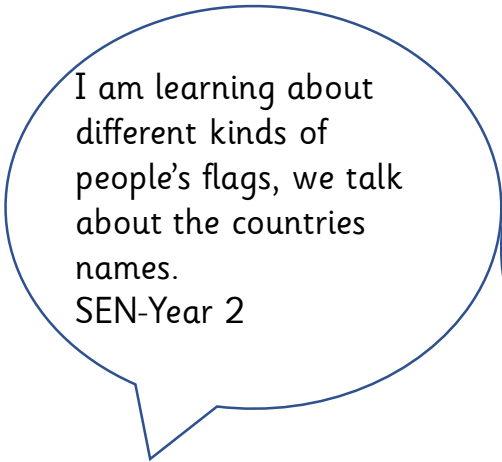
Pupil Voice- Can the children talk confidently about Geography? Use the appropriate language?

Q:What is Geography? How do you know you are learning Geography?

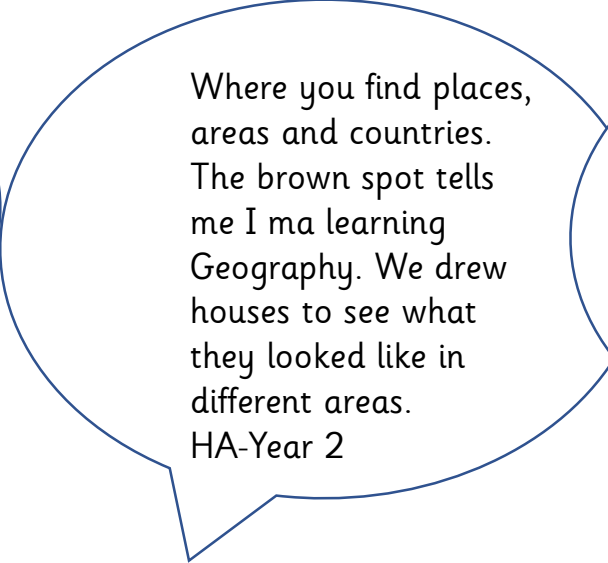
Q:Can you find some work in your book that shows what you have learnt?

Year 2


Some children could talk about their understanding of Geography, they could find work that was specifically linked to Geography and could use the language.



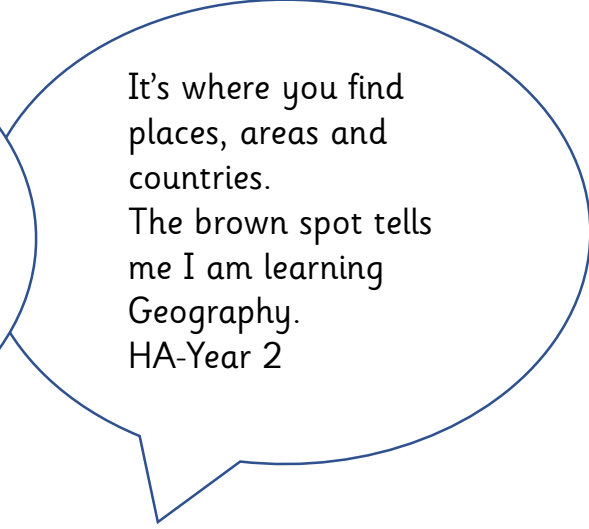
I am learning about different kinds of people’s flags, we talk about the countries names.
SEN-Year 2



Where you find places, areas and countries. The brown spot tells me I ma learning Geography. We drew houses to see what they looked like in different areas.
HA-Year 2



Our country/our world.
MA-Year 2



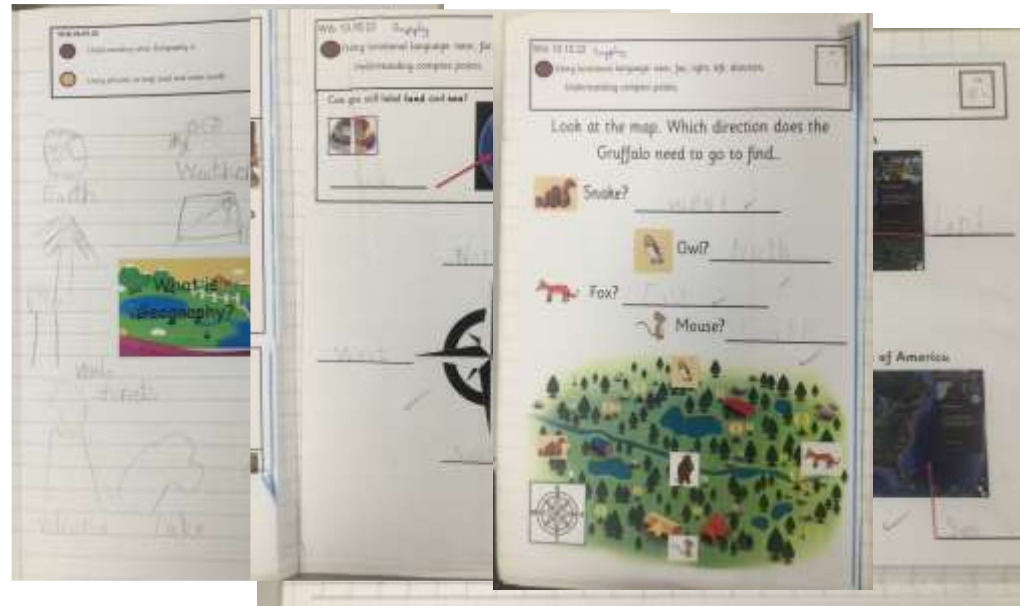
It’s where you find places, areas and countries. The brown spot tells me I am learning Geography.
HA-Year 2

Equally, other children needed prompting, and one child talked about historical facts.

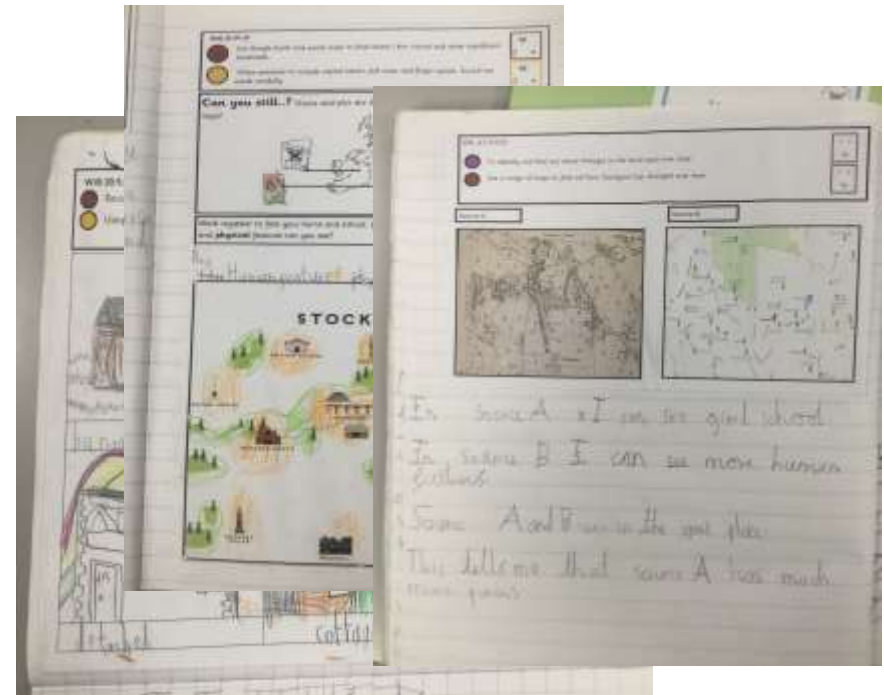
Book Looks/Scrutiny-Progress between the year groups

What I found:

Year 1



Year 2



We need to make frequent use of Can you still? at the start of lessons.

Vocabulary on walls

Quizzes/Assessment at the end of a topic? /Knowledge Organiser? at the back of the book.

Inclusion – *Challenge and adaptation*

- Our curriculum is planned to reflect the universal needs of children as well as the specific needs of the children within our school/community. This is done through weekly planned taught lessons, school/class specific circle times, nurture groups, wellbeing assessments, pupil voice and carefully planned wider curricular opportunities to broaden our children's experiences and address any social disadvantages.
- We know that PSHE plays a vital role for children with SEND and we aim (as we do with all learners) to equip and embed children with the practical skills and understanding that they need to lead independent and fulfilling lives and enjoy safe and fulfilling relationships.
- We use the Planning Framework for Pupils with SEND (PSHE Association) as a guide to enhance our spiral planned curriculum.

Send Triangle

SEND Inclusion Offer Geography Provision Map



The Inclusion offer for reading is written in parallel with our Whole School Provision Maps, which detail the Quality First Teaching Strategies included in our Universal Offer.

Individualised

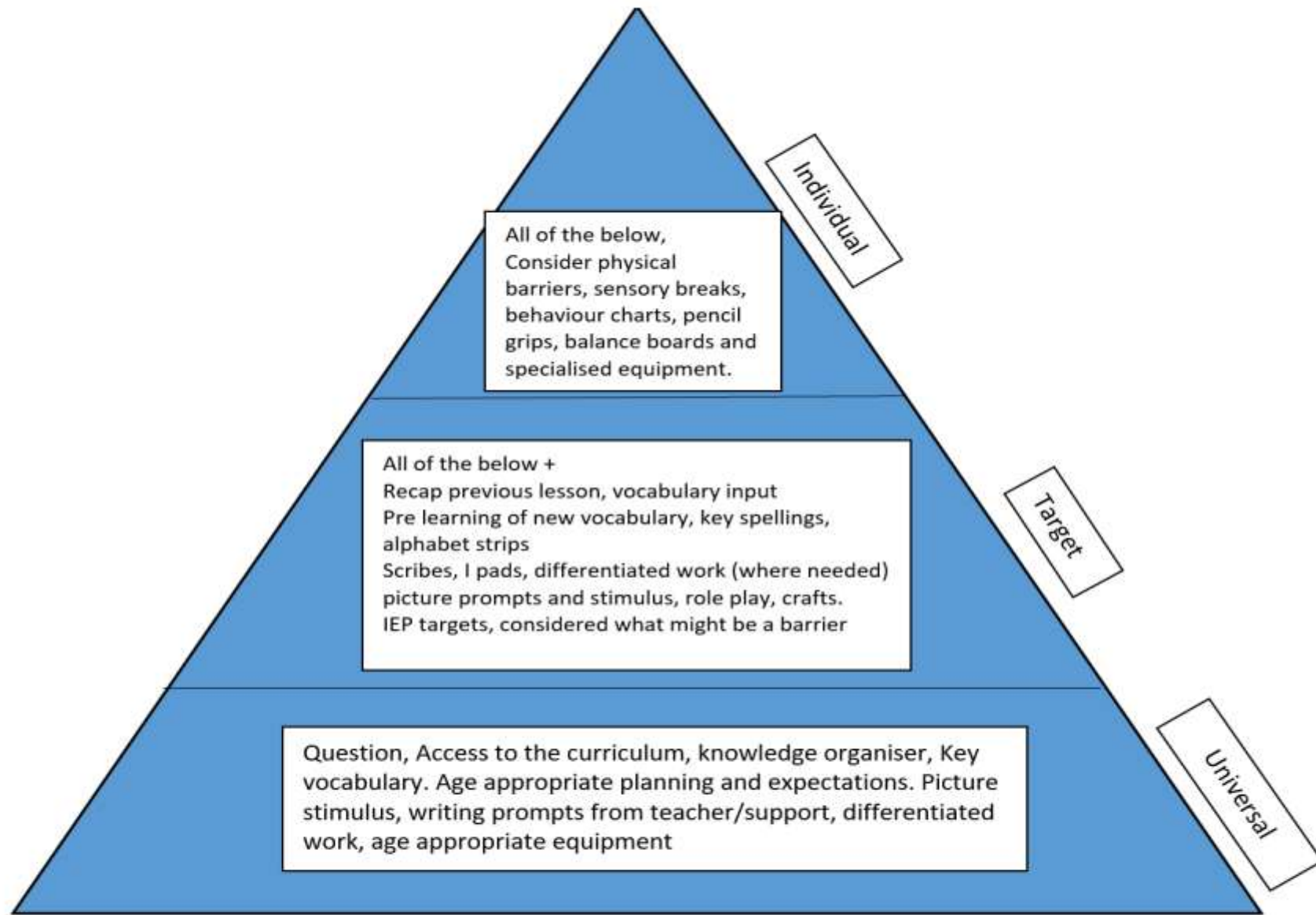
Use a video camera to capture evidence on field trips.
Work on different activities towards different objectives. Visual timetable
Low risk points identified in the lesson and on field trips. **Multi-sensory approaches** include visual tactile, auditory and kinaesthetic teaching methods. Alternatives to writing and recording. Support with the use of ICT e.g screen filters. Verbal feedback given.

Targeted

Separate small group/individual sessions are appropriate to aid progression. Additional adult support is given to scaffold learning, along with mixed ability groups and paired work.

Universal

Our curriculum is a spiral planned curriculum that allows for a flexible approach to time spent on units. **Key themes are revisited.** Activities that require movement are provided for pupils who learn best through doing and those who find sitting still for prolonged periods of time challenging. Geography allows learners to use physical apparatus to reinforce Geography concepts. It is a practical and skill-based subject which uses multisensory approaches to teaching and learning. Inclusive language and resources that are representative of a variety of SEND are used at all times. Language is direct and avoids euphemisms.
New vocabulary is usually introduced in the form of 'vocab cards' and these are supported with simple images. SEND pupils are given time to think about questions before responding and also time to explain 'Brain breaks' are provided for all children, if required. We regularly review our practice in order to achieve the best outcomes for pupils with SEND. The SENCO works alongside class teachers and support staff to oversee SEND provision and monitor the progress of any child requiring additional support. Where appropriate other agencies are asked to work alongside school to assess and plan for their needs.



Subject evaluation - *How do I find out about what's going well and what needs to improve?*

- GA
- Network Meetings
- CPD
- Pupil Voice
- Book Looks
- Staff Audit

Policy

Next steps