



## Subject Intent

At Lowe's Wong Infant School, we provide a Geography curriculum that is memorable, engaging, motivating, and meaningful. Our curriculum enables children to deepen their knowledge, skills, and vocabulary in order to become successful Geographers. We will introduce the children to new learning, and will build on their existing knowledge. In Early Years children will learn through the seven areas of learning in the EYFS Curriculum, and will learn Geography through planned play and teacher led activities. In Key Stage 1 (Year 1 and Year 2), children will learn Geography through carefully planned lesson sequences linked to our Enquiry themes. Children will develop their knowledge about their locality, the United Kingdom, and the World. They will learn to use basic subject-specific vocabulary relating to human and physical geography, and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Children will develop an understanding of geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

## Subject Implementation Plan

### Timetabling

At Lowe's Wong Infant School Geography is taught in blocks linked, to our Enquiry Themes. There will be Geography teaching every term in both KS1 and EYFS. In EYFS, Geography opportunities are continually provided during 'Explore and Investigate' activities (child-initiated time). There is also planned teaching of geographical concepts from the 'Understanding of the World' strand of Development Matters, supporting the children to work towards the Early Learning Goals, these are shown on the long-term plans. In KS1 Geography lessons are taught in blocks linked to the cross curricular Enquiry Themes. This is clearly mapped out on the long-term plans for each year group.

### How Geography is taught

In EYFS Geography is taught using the sequence and structure in the 'Understanding the World' strand of Development matters. It is delivered through planned, purposeful play and through a mix of adult-led and child-initiated activities. Some geographical concepts will be explicitly taught through whole class discussions. Geography based learning will take place within the classroom, in the courtyard, around the school grounds, and also through the wider curriculum, including talking to visitors and going on educational visits. We use Development Matters as guidance to support children working towards achieving the Early Learning Goals.

In Geography at Key Stage One we follow the National Curriculum, which sequences and structures the teaching into the year groups. These sequences are planned into blocks linked to our Enquiry Themes.

Classes within year groups follow parallel activities and study to ensure equal opportunities and consistency. Although, where specific gaps or needs have been identified, then necessary adaptations will be made.

Within Geography lessons there are opportunities for children to recap and recall learning and prior knowledge.

Children will be actively encouraged to participate through questions and answers, partner talk, and engaging in practical activities to develop their skills. These skills will be

explicitly taught during Geography lessons. Children will use physical and online resources, and go on educational visits to broaden their knowledge. Children will develop an understanding of geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Outdoor learning will be used as a part of teaching and learning in Geography when it is appropriate, this will mainly be through using the school grounds and going on local walks or educational visits.

### **Resources**

There are some Geography resources in the cupboards in the Sunshine Room, including clip boards which can be used for field work. There is a selection of non-fiction books in the school library, including atlases which can be used to support map work, and staff can order extra books through the Education Library Service to support the Enquiry Themes.

Purple Mash has some resources for teaching and learning in Geography. BBC Bitesize and other suitable websites are also used to help teach geographical concepts and knowledge.

### **Marking, feedback and assessment**

Teachers acknowledge work with a tick, and comments may also be used to provide feedback linked to the Learning Objective. The Learning Objective should be RAG rated to show the child's understanding of the geographical concept or knowledge being taught.

Teachers should mark according to the Feedback and Marking Policy.

In EYFS annotated photographs are used to show the children's understanding of a concept. Feedback will often be verbal, and at the point of discussion, staff use this opportunity to move the learning forward in the moment. Foundation Stage teachers use their marking, informal observations and discussions with the children to complete a data drop at the end of each term on Scholarpack. The data for ELG 14 "People, Culture and Communities" and ELG 15 "The Natural World" will be monitored by the Geography Lead and findings shared with staff.

In KS1 teachers use their marking, informal observations, and discussions with the children to support with assessments. Specific learning objectives are identified on our medium term plans which will assess the children's understanding in Geography. This information is collated on the Excel Assessment tracker. This data is analysed by the Geography Lead and any patterns or anomalies are discussed with staff.

### **Recording work**

In KS1 children record their Geography work in their Enquiry Theme book. Each piece of work has a date and a clear learning objective. The learning objectives include knowledge and skills. Any recording or activity sheets are stuck into books neatly, and children have regular opportunities to record in their own way including pictures, diagrams, and simple written reports.

Some Geography work (for example practical activities or educational visits) may be recorded in the class floor book, with appropriate annotations by the children or the staff.

In EYFS, much of the recorded work will be photographs in their Learning Journey books with annotations to show the children's understanding.

### **Learning Environment**

The resources (including non-fiction books, atlases and maps) used in Geography will be up to date and of good quality. There will be sufficient resources to ensure there are enough to support the learning of all of the children. There are displays in the classrooms that reflect the Enquiry Theme. These include key vocabulary and examples

of the children's work. When Geography is a driver or enhancer subject key vocabulary and knowledge will be shared with parents/carers through our sticky knowledge sheets that are sent home at the start of each half term.

### **Equality and Diversity**

Through the use of a range of appropriately adapted resources, teaching aids, and pedagogy, all children have equal access to the Geography Curriculum. Staff ensure that the Enquiry Themes broaden children's knowledge and experiences, introducing them to places beyond their own community and experience.

### **Curriculum Enrichment**

The Geography curriculum at Lowe's Wong Infant School is enhanced through visitors to school, educational visits, and outside learning opportunities including local walks and field studies.

### **SEND**

All children have equal access to the Geography Curriculum through quality first teaching. Support is given where required to ensure all children can participate in a broad and varied curriculum as part of an adaptive teaching strategy.

Some examples of this are:

Allow sufficient time for the children to talk through and share their ideas (with an adult when available or through talk-partners)

Discuss and display key vocabulary together with its meaning in the classroom - practise saying it together and refer to it regularly during the lessons.

Use visual aids where appropriate to help learners to identify equipment, materials and products. Introduce each piece of equipment – name it, explain what it does, and model how it can be used or applied.

Take time to model and demonstrate each element of a process to allow learners to develop their understanding through a step-by-step approach. Repetition of the process is required to maximise the capacity to build up conceptual understanding.

Allow for movement breaks for those who have additional sensory needs or struggle with attention to give them time to self-regulate. These learners could be given jobs such as handing out resources.

Use alternative methods to record children's knowledge.

Additional adults may be used to provide scaffolding if appropriate.

Adapted books and resources (large print, braille & audio-books) are available for the Educational Library Service.

### **Behaviour**

All children are expected to demonstrate good sitting during Geography lessons whether on their chair or on the carpet. Children are also to demonstrate good looking by looking at the member of staff, or whoever is talking. All children are to demonstrate good listening by sitting quietly, and not talking to others, but listening to the teacher or visitor. During paired work children should listen respectfully to their partners. When the children are working independently, or recording in their books, staff use the visual prompt cards – Talking Turtles, Whispering Whales, or Silent Snails to determine the level of noise for the activity.

Children will be taught how to handle the Geography resources and equipment with care and are expected to help tidy up after any practical lessons.

Good behaviour will be rewarded in line with the school's behaviour policy, and good work may be shown to the Headteacher or other member of staff.

It is expected that teachers will respond to any misbehaviour promptly during Geography lessons and will follow the school's agreed behaviour policy of warnings, reflection and time out.