



Downs Infants Curriculum Statement Geography



"The study of geography is more than just memorising places on a map. It's about understanding the complexities of the world." President Barack Obama

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?

<p>At Downs Infant School we aim to develop the whole child. We aim that children are enabled to make the very best of their lives; having choice and opportunity in their social and economic situation, contributing to society, and developing a sense of self-worth. We aim to provide a broad and balanced curriculum and to fulfil the requirements of the National Curriculum and the EYFS, which is inclusive to all children. We use our curriculum drivers to feed into and inspire our children in geography. Their learning will be through coherent planning and will be cross-curricular giving their learning a purpose.</p> <p>At the end of Reception we intend our children to have a curiosity about the world in particular their immediate area. Then they will start looking at similarities and differences of their immediate area.</p> <p>At the end of year 1 we intend our children to be still interested in their local area and to start finding maps fascinating! They will be able to say where they live and to begin to name the 4 countries of the UK. We intend them to be looking with curiosity at their local area, the beach and a wood and then to look at similarities and differences having been on various trips.</p> <p>At the end of year 2 we intend them to continue being interested in the world about them and to be broadening their knowledge and be able to describe the 4 countries of the UK, know about the surrounding seas, and about the 7 continents and 5 Oceans of the world. When looking at the wider world they will in particular look at the similarities and differences of Brighton and Beijing.</p>	<p>We implement a curriculum that is progressive throughout the school. In Key stage 1 our geography curriculum is based on the 2014 Primary National Curriculum in England. In Reception it is based upon the Foundation Stage Curriculum and Development Matters. Geography in Reception is explored through the strand of 'world', people and communities from Understanding the world.</p> <p>Our teachers in key stage 1 use a progression map/document, medium term planning document and then the more in-depth termly planning to deliver their lessons. The progression document/map ensures the curriculum is covered and that the skills/knowledge is progressive from Reception to Year 2. In the Reception year group they follow an early years way of planning and due to the way the curriculum is mapped out over the year geography may not be focused upon in a particular topic however a high quality enabling environment and its resources ensure that children have opportunities to explore geographical skills frequently. In addition the topic guides may be amended at times to reflect changing needs and circumstances, to enable flexibility in capitalising upon the educational potential of unforeseen special events, children's interests and 'one offs'.</p> <p>Educational trips/visits are used as a way to enhance the children's learning of geography. The children explore their local area including their school grounds. Trips provide opportunities to use map reading skills as well as fieldwork studies.</p>	<p>In Key Stage 1 we measure the impact of our geography curriculum through a variety of ways. Firstly we pre-teach vocabulary to the children to introduce a topic, and ask AfL open ended questions thus assessing their initial knowledge. We then mark/discuss our children's learning at the time when they are doing/finishing it and then discuss their learning and understanding with them individually through further questioning. Sometimes low impact quiz's are completed at the end of the topic to further help to assess their learning. We take images and videos of children's practical learning.</p> <p>At the end of a topic the subject leader interviews the pupils about their learning (pupil voice) which then feeds directly back into further planning. The subject leader then completes an end of topic discussion form, which discusses how well the teaching, and learning has gone and what aspects might be changed for the future or what aspects we need to include in the following planning.</p> <p>In Reception they use tapestry to record observations of children accessing 'Understanding of the world' element of their curriculum.</p> <p>As a whole school we meet and bring along different examples of work to moderate and discuss thus producing a bank of resources which future teachers can use to aid their teaching, expectations, the children's learning and assessment. Also the school is organised into subject teams, which periodically have subject teams' evaluation days, which peer review Intent, Implementation and Impact.</p>
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