**Sitwell Infant School**



**Subject Overview**

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| **Geography** | | |
| **Intent** | **Implementation** | **Impact** |
| **Alignment to the National Curriculum**  Sitwell Infant School’s geography progression document exemplifies the National curriculum providing an ambitious platform for our children to enhance their geography skills and knowledge.  Through teaching and learning, the children will take on the role of a geographer whilst learning and building upon many disciplinary skills and substantive knowledge. They learn about the world.  These are embedded throughout the curriculum offered and taught through a variety of rich experiences and using a wide range of activities and enrichment activities.  An Oxford Owl scheme is used which provides a step by step programme emphasising key and new vocabulary as well as detailed key knowledge for the children to learn that ensures coverage of the National Curriculum objectives. | **Pedagogical approaches**  Teachers mainly teach substantive knowledge and skills within a lesson and through an enquiry. The Oxford Owl scheme uses enquiries which are then broken down into smaller learning steps, allowing the children to build a bank of knowledge before returning to the initial question. Children are given resources to support them to respond to the enquiry questions and given time to reflect on their answers.  Lessons are tailored to use a range of teaching strategies to suit the age and needs of the learners.  Class discussions, group work and field work are all techniques that we use to embed the substantive knowledge and practise disciplinary skills.  Our lessons follow a structure of reactivate, teach/facilitate/model, learn together, independent practise and reflect.    Specific vocabulary to be taught for each unit/topic is set out on medium term planning and made explicit in class floor books and vocabulary trees. | **Approaches to assessment**  Teachers assess pupils’ skills at the end of each half term block of learning and this is recorded on a subject assessment sheet. This highlights any gaps in learning which need to be addressed in future planning. Through Oxford Owl’s programme, there is an end of unit assessment for children to complete at the end of each unit. These are questions that review children’s knowledge.  Teachers will use the evidence collated in floor books, notes and photographs from the activities in lessons and a small quiz at the end of each block to determine whether the pupil is working towards, working at or working beyond age related expectations. These are recorded termly to ensure the subject leader can use assessments to inform future planning and all teachers know the pupils that needs support in subsequent lessons. |
| **When they leave Sitwell Infants…**  Children will know what it means to be a geographer and the skills required for the role.  They will have the disciplinary skills and substantive knowledge needed to understand the world around them. This will allow them to become citizens who pride themselves in knowing and understanding their place in the world.  The study of geography will inspire our children to ask questions, be inquisitive, and become knowledgeable about the world. These skills will help to develop a curiosity as they move onto the next stage of their education and beyond.  Children will be able to make links between topics they studied and relate new experiences to what they already know. | **Teachers’ expert knowledge**  The subject leader attends termly subject leader meetings run by RoSIS and Forge CPD to support their own knowledge and will implement findings where appropriate.  The medium term plans for both EYFS and KS1 are created by the subject leader and these are linked to our curriculum mapping and Geography progression documents to provide high quality geography lessons that engage pupils and enable them to achieve and be confident Geographers.  Oxford Owl provides resources that are detailed and age appropriate for the learners. The lesson plans and presentations are made simple for teachers to follow and support workload.  When planning lessons, the subject lead considers the best way to communicate the relevant information to enable learners to have the best learning experience, facilitate understanding and enhance progression.  We use a variety of approaches to support learners through their journey so they can achieve maximum outcomes and help them to be the best that they can be. | **Performance data**  There is currently no national data available to benchmark our school.  Subject leader will access and analyse teacher assessments termly and these findings will be used to inform further planning and ensure support is directed to the children who are not achieving age related levels.  Areas that are shown to be a weakness across a high majority of children will be revisited during the reactive session of our geography lessons. |
| **Sequence of teaching**  The geography curriculum develops an understanding of the world within a two-year cycle which enables children to develop disciplinary skills and substantive knowledge.  From Foundation Stage, children will learn about their local area as well as People, Culture and Communities and The Natural World in their provision time and weekly Geography sessions. As children progress into and throughout Key Stage 1, children will learn to use their geographical skills for place knowledge, geographical skills and fieldwork and moving on to human and physical geography. | **Promoting discussion and understanding**  Studying geography helps children to understand their place in the world. Teacher modelling, questioning and class instruction are used to engage children in different topics and activities.  Teacher modelling captures the child’s interest and teaches them valuable lessons. Vocabulary rich discussions promote children’s understanding.  Through giving children, the chance to remember existing knowledge, children’s metacognition skills improve and support them for new learning. In each lesson through Oxford Owl, time is given for talk partners to discuss the learning. Children are also able to spend time in each lesson doing “fieldwork” to embed their understanding further.  During their time at Sitwell Infant School, children learn about their local area, the wider area including the country we live in as well as human and physical features of places near and far. Children will also be able to compare countries to their own. This is done through the Oxford Owl mastery curriculum in class as well as on school visits and through visitors into school. | **Children’s work**  Sitwell Infant School has high expectations of all our children and develop a sense of pride and achievement to be the best that they can be. In out floor books and subject folders, we record any written geography work along with teachers sharing photographs of practical and hands on group tasks that the children have experienced. We also take quotes from the children during reflection time which supports their understanding and the way we teach geography.  Our work in geography is shared in our half termly stay and play sessions when parents can access our floor books and see our displays. We use Google Classroom to showcase children’s work and photographs from educational visits.  We hold a celebration assembly at the end of each term when children reflect on their learning and share their achievements from all subjects including geography. |
| **Support provided**  A key principle in our geography curriculum is that we believe that every child can engage with the activities for their year group, with individual pupils receiving tailored support where appropriate.  This is provided through strategies such as modelling, simplification of instructions, adult or peer intervention and, if appropriate, financial support.  We provide children with a rich variety of resources such as globes, maps books, and access to the internet. Moreover, Oxford Owl’s programme includes weekly fieldwork so children can use their new geographical knowledge and skills in practise.  We also provide wider school experiences such as visits to key places. | **Knowing more and remembering more**  Children make progress in geography by developing their substantive knowledge. The Geography lead plans to support children’s learning from Foundation Stage by using the ELGs in “Understanding the World” as a starting point and allowing children to have access to a wide range of provision and resources to support their geographical learning through to Key Stage 1 and beyond. Children start by exploring the world around them and being given first hand experiences and field work allowing children to explore and begin to understand their place within the world.  As children acquire more geographical vocabulary, children can deepen their knowledge and geographical skills, which will enable them to develop essential knowledge.  Children use our floor books each week in our ‘reactivate’ session to reflect on their prior learning. Small tasks and quizzes encourage children to recap and to share what they have learned. | **Talking to children**  Subject leader will engage with children and hold regular interviews to discuss their learning in geography. They use floor books to discuss what they have learnt, remembered and enjoyed. Children are able to reflect on their learning and say what they have liked/disliked and have chance to give their opinions and ideas of how to make the lessons more engaging.  Subject leaders use this information to inform planning going forward. |
| **Local context**  The teaching of geography enables children to celebrate their local area and know its place in geography. We explore our local area at every opportunity, within and across topics with cross curricular links to history and science. The children visit local places and get first hand experiences as well as fieldwork in each lesson to make lessons more practical to support understanding.  In foundation stage, the children begin by learning about our school and about our local area. This is a starting point to them gaining an understanding of the world around us. This moves on in KS1 to developing a knowledge and understanding of the United Kingdom Children will develop their geographical and fieldwork skills as well as begin to understand and compare human and physical features of places. | **Teacher assessment**  Through teacher observation of learning and collecting valuable evidence in discussions, teachers will be fully aware of the progress children make.  Teachers assess key skills and concepts along with knowledge, through questioning during whole class and small group tasks. This allows children to present their understanding of what has been taught. | **Sharing with parents**  Our work in geography is shared in our regular ‘Stay and Play’ sessions when parents can access our floor books and see our displays. We use Google Classroom to showcase children’s work and photographs from educational visits.  We hold a celebration assembly at the end of each term when children reflect on their learning and share their achievements from all subjects including geography. |