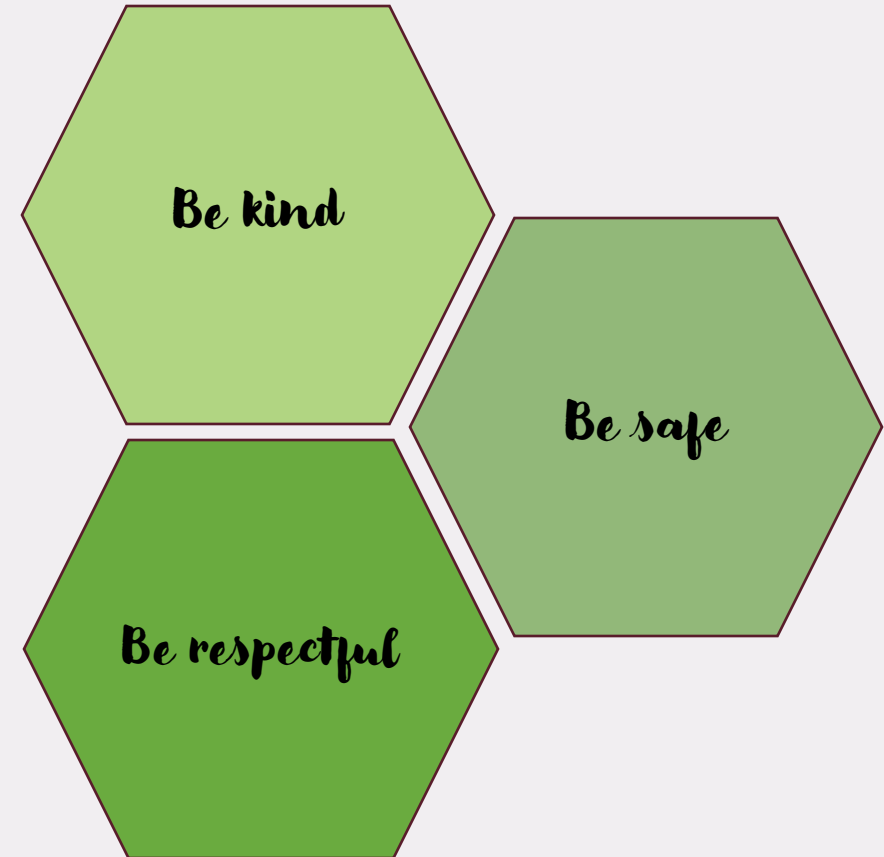


Strathmore Infant and Nursery School

GEOGRAPHY



OUR VISION AND VALUES



OUR CURRICULUM INTENT

Geography
Overview

National
Curriculum
Objectives

Early Years
Curriculum

At Strathmore Infant and Primary school, the aim of the Geography curriculum is to deliver a greater understanding and awareness of Geography, both in Britain and around the world, through reading age- appropriate texts that cultivate children's fascination and utilising a variety of practical curriculum topics that spark children's imaginations.

Our Geography curriculum develops throughout the school years and promotes the use of the knowledge and skills stated in the National Curriculum. These skills and the knowledge acquired, combined with the stimulating topics, inspire our pupils to think and act as geographers.

The high quality teaching develops the subsequent skills and knowledge:

A secure knowledge of the location, space, geographical features and human geography.

An extensive base of geographical knowledge and vocabulary

The ability to ask and answer valid geographical questions

Draw their own conclusions and explain their findings

Use a range of resources to gather information and to follow lines of enquiry

We also focus on Cultural Capital to ensure that all children have access to a curriculum that fully engages them and allows them to have a variety of experiences.

THE BIG IDEAS

Humankind

- Looking at human features and landmarks and settlements and land use

Processes

- Understanding weather and climate and physical processes

Creativity

- Learning about art and design through exploring natural geography

Nature

- Understanding weather and climate, physical features, environment and sustainability

Investigation

- Using fieldwork, data analysis and geographical resources

Our Strathmore Curriculum Intent is based around our 10 big ideas. We use cornerstones as our scheme for history and our learning is linked to these big ideas in a variety of ways. For example,

Significance

- Looking at significant places

Materials

- Learning about the difference between man-made and natural materials.

Change

- Understanding geographical change

Place and Space

- Learning about the World and the UK, location, position and maps

Comparison

- Comparing and contrasting places and geographical features

CURRICULUM IMPLEMENTATION

- As a school, we have adapted the Cornerstones topics to fit the requirements of our children and create a level of progression that will match with the Big Ideas that are introduced in the Early Years. Geography falls into the Understanding the World aspect of the new EYFS Framework and as a school, we strongly believe that encouraging our children to secure an understanding of place and location and to identify where they come from and that there are many different types of places around the world will help to foster an interest and enthusiasm in this area of the curriculum, providing them with a greater advantage as they move forward into Key Stage One.
- The geography projects are well sequenced to provide a coherent subject scheme that develops children's geographical knowledge, skills and subject disciplines. Geographical locations are not specified in the national curriculum, so they have been chosen to provide a broad and diverse understanding of the world. These can be seen in more detail using CurriculumPRO.
- Where there are opportunities for making meaningful connections with other projects, geography projects are sequenced accordingly. For example, children revisit the geography of settlements in the history project School Days after studying types of settlements in the geography project Bright Lights, Big City.
- Throughout the geography scheme, there is complete coverage of all national curriculum programmes of study. CurriculumPRO allows us to interrogate the sequencing of curriculum aspects and concepts, vocabulary and connectivity of the history scheme with other curriculum subjects.
- Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust geography curriculum.
- All geography projects are taught in the autumn and spring terms, with opportunities for schools to revisit less secure concepts in the summer term.

PROGRESSION OF TOPICS

In Early Years, pupils are first introduced to their local area, using the school grounds as a resource for learning about their place in the world. Geography is a key focus in the topic 'Where can we go?' with children contributing to the planning of the topic and identifying areas that they would like to learn more about. Across the year, opportunities are found to share maps and globes with the children, developing a sense of location. They are also introduced to different cultures and given opportunities to compare different places and ways of life, for example while learning about the Lunar New Year or exploring animals that live in colder locations.



In Key Stage 1, each autumn term begins with essential skills and knowledge projects (Our Wonderful World in Year 1 and Let's Explore the World in Year 2). Teaching these projects in Years 1 and 2 enables children to be introduced to, or revisit, critical geographical concepts, aspects, skills and knowledge. These projects prepare children for the study of more thematic geography projects in the following term.



In the spring term of Year 1, children study the project Bright Lights, Big City. This project introduces children to the geography of urban environments and the physical and human features of the United Kingdom.



In contrast, in the spring term of Year 2, children carry out a detailed study of coastal geography in the project Coastline. This project introduces children to the geography of coastal environments and provides children with the opportunity for in-depth coastal fieldwork.

INCLUSIVE LEARNING

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work, as well as practical and formal lessons that allow the children to focus on evaluating their work. This variety means that lessons are engaging and appeal to all learning styles. Teachers are able to adapt and differentiate each lesson based on the needs and requirements of their class, enabling all children to access the objective for the lesson as well as stretch the children's learning where appropriate. Some key changes we may make for children with SEND are:

Hearing Impairment

- Using pictorial representations, vocabulary lists and explanations, careful positioning within class.

Visual Impairment

- Enlarged resources, use of technology

Dyspraxia

- Alternative ways of recording, simplification of diagrams

Memory/Processing

- Dual coding, pre and reteaching

ASC

- Dual coding, visual representation

ADHD

- Dual coding, step by step instructions

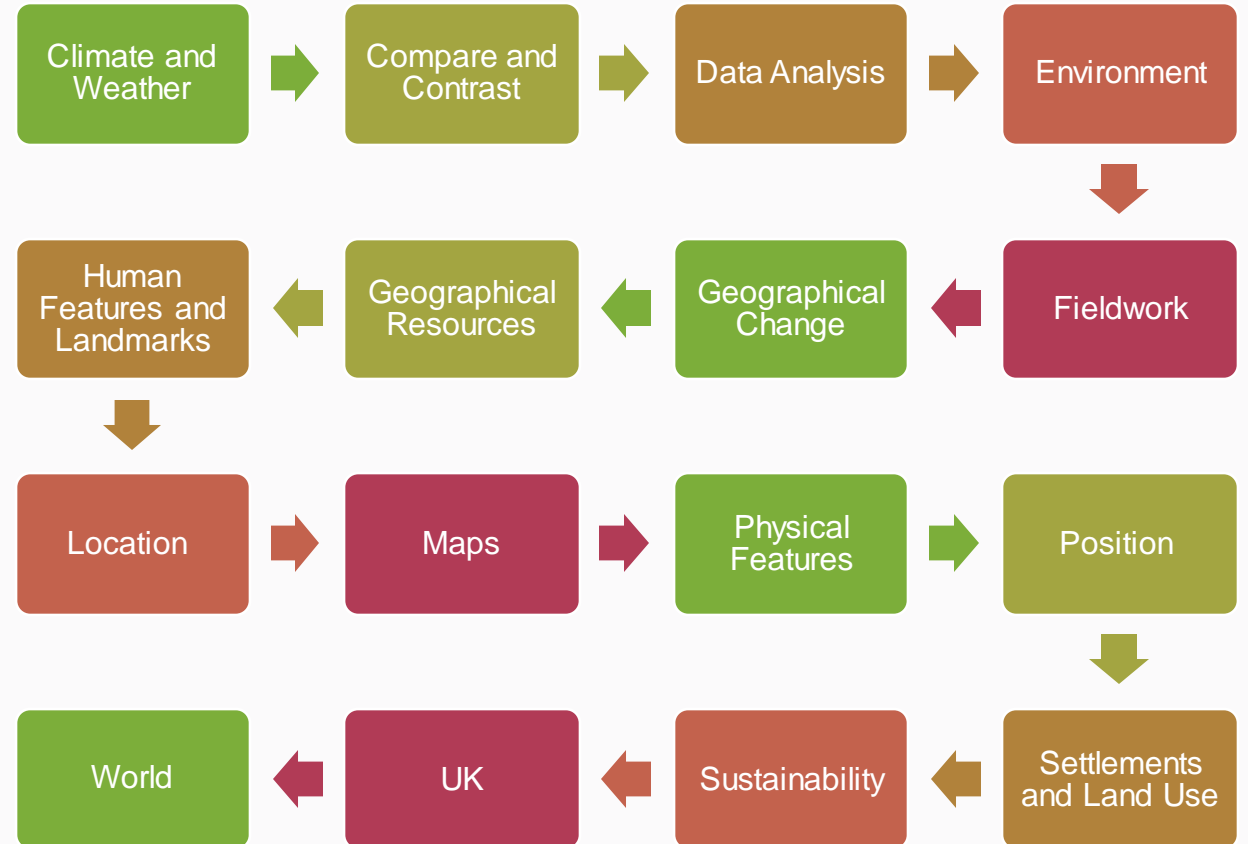
Cognition

- Graphic organisers, dual coding, alternative methods of recording

SEMH

- Clear end points, clear expectations, clarity of modelling and explanations

CORE CONCEPTS



PROGRESSION OF SKILLS

Skills are mapped out from Early Years to Year 2, to ensure clear progression across the curriculum.

New skills are identified, alongside opportunities to revisit and rehearse skills.

[Click here to view the progression of skills for Geography.](#)

CORE SKILL TRACKING – GEOGRAPHICAL CHANGE



Nursery

Identify changes that happen in the school grounds across the year.



Reception

Identify how the school grounds change across the seasons.

Identify simple ways that humans can impact on the environment around them.



Year 1

Describe in simple terms how a physical process or human behaviour has affected an area, place or human activity.

Describe how pollution and litter affect the local environment and school grounds.

Describe how a place or geographical feature has changed over time.



Year 2

Describe how an environment has changed over time.

Describe, in simple terms, the effects of erosion.

Describe how human behaviour can be beneficial to local and global environments, now and in the longer term.

PROGRESSION OF VOCABULARY

Vocabulary is clearly planned and sequenced to ensure children are developing rich, geographical vocabulary that they can apply appropriately in different contexts.



Vocabulary is separated into new vocabulary and revisiting vocabulary.



[Click here to view the progression of vocabulary for Geography.](#)

PROGRESSION OF CORE KNOWLEDGE

Core knowledge is mapped out to align to the core concepts and big ideas.

A road map for progression is identified across the year groups.

[Click here to view the progression of knowledge for geography.](#)

DIVERSITY IN THE GEOGRAPHY CURRICULUM

- Two of the core concepts of geography are cultural awareness and cultural diversity.
- As a school we have worked to make sure the books on offer in our library represent a wide range of cultures.
- Each year group is given the opportunity to develop knowledge of a range of countries and their cultures.
- We have an annual international day, to introduce children to a wide range of countries and cultures.
- Year 1 study Greta Thunberg as a significant individual – linked to their English unit.

There is still room for development within our curriculum. Our identified next steps are:

- Identify a wider range of diverse significant individuals within the geography curriculum.

Assessment

As a school we use Cornerstones. Each lesson comes with a key skill attached that teachers can measure children's progress against.

Once a topic has been completed children complete quizzes to ensure that they have consolidated their learning.

The subject leader and class teachers also ensure that children are confident in key vocabulary through regular questioning and retrieval activities.

Enrichment opportunities



Strathmore provides children with many opportunities to explore the wider community. Through cross-curricular links they will walk various routes near the school and are exposed to different communities within the local area.




Forest school enables children to expand on their knowledge of a local habitat, by exploring the school's meadow and woodland.

Subject Impact


- Children will have a strong understanding of the wider world, and how it connects to them. They will be confident in explaining the community that they live in and will recognise similarities and differences between where they live and other places.
- Children will leave Strathmore with knowledge about diverse people, places, resources and natural and human environments. This will be combined with a deep understanding of the Earth's key physical and human processes.

Future Opportunities

We are looking to organise a whole school project on where children are from, enabling children to share more about their heritage and learn more about the school community.



In regard to CPD, we are hoping to organise staff training on orienteering, which also ties in with PE. We are also looking into courses on Outdoor learning for staff.



The children at Strathmore have a wide range of school trips, and it will continue to be a priority to ensure that by the end of Year 2 they have visited a variety of locations.