

# Curriculum Leadership – Subject Vision

## Subject / Curriculum Area: Geography

### **Vision**

At Dovers Green we want to provide our children with a range of learning opportunities and experiences to encourage and develop their natural curiosity about the world; including the people, places and different environments. We aim to equip children with knowledge and understanding to do this. To extend their knowledge and understanding beyond their immediate environment and the United Kingdom so that they have a rounded view of the world.

### **What does this subject area offer the Dovers children?**

An opportunity to learn about different cultures and countries. An opportunity to learn geographical vocabulary and geographical skills such as map reading and using an atlas.

### **How does this subject enhance the curriculum?**

It gives the children more understanding of the world around them by contrasting environments and recognising how different places vary from their immediate environment.

### **What use is it to children later in life?**

To enable them to be culturally aware, tolerant and understanding of other cultures. To give children the enthusiasm to learn about and then want to visit and experience different parts of the world. For children have a knowledge of different places and locations - to understand how our world is so varied and different.

### **What are the main skills and knowledge (overarching objectives) to be focused on?**

Children need to be able to:

- To be familiar with their local environment, their locality and features of their school and nearby surroundings.
- Name, locate and identify UK countries and capital cities, the world's seven continents and five oceans.
- Understand geographical similarities and differences by comparing a familiar area and a small contrasting area out of Europe.
- Begin to use basic geographical vocabulary to discuss the seasons, daily weather and physical and human features.
- Identify the location of hot and cold areas of the world by using basic geographical vocabulary such as equator, North and South Poles and use to discuss key physical and human features.
- Begin to use world maps, atlases, globes and directional language.

# Curriculum Leadership

## Subject/Curriculum Area: Geography

### Intent

#### **What is being taught?**

##### EYFS:

In Early Years Geography is taught through the strand 'The World', which is part of the specific area of learning 'Understanding the World'. The children have opportunities to engage with resources that support their learning in this subject during learning play; they engage with these resources independently. This subject is taught through the year but specific focuses are during Autumn Term when we talk about our families as well as learning about how other countries celebrate Christmas. In Spring Term, the children learn about dinosaurs and where in the world they were and how the landscape has changed since those times. In Summer Term we focus on growing as well as learning about under the sea. Throughout the year the children have the opportunity to learn about the countries that make up the UK through the celebration of Saints' days. On these days the children are taught about the countries and how they celebrate the day. They also have different activities to engage in that link with the saints. Forest School is also a great opportunity for children to observe their local area, commenting on things that have changed and asking questions to find out more. The children have access to maps (including atlases and jigsaws) as well as globes during the continuous provision the teachers set up.

##### Year 1:

In Autumn Term the focus is on map skills and understanding some geographical vocabulary. They get first-hand experience of their local area by walking to the shops and then generating a map from that trip. In Spring Term, the focus is on learning how to use a map and atlas to locate the countries and seas of the United Kingdom as well as learning the capital cities. The Summer Term focus is on geographical vocabulary and to consolidate learning on the UK as well as to begin to understand and use compass directions. The children would also be looking at the seasons and weather patterns in the UK.

##### Year 2:

To start the year, the focus is on map skills and compass directions. The children look at maps and generate their own as well as creating a key for their map. Their learning links to their topic on London as they are asked to apply their skills to navigate around a map of London. In Spring Term, the children use atlases to locate the continents and oceans of the world, they are then challenged to locate different volcanoes to link with their topic learning. The Summer Term focus is Globetrotters. This learning will focus on comparing localities using geographical vocabulary, possible field studies for first-hand experience as well as looking at extreme weathers.

Key Stage 1 also use Forest School to support their learning in geography.

#### **How does it cater for PP/SEND and higher attainers?**

Visual resources are used to support learning in Geography as well as differentiated planning and activities. Children that need it are provided with more support from an adult or peers. Children are also encouraged to build their resilience by 'giving it a go' before asking for support from a peer or an adult.

### Implementation

Learning in Geography follows a whole school overview that has split the Key Stage 1 curriculum into age appropriate skills for each year group. Planning is both discrete and cross-curricular. Children are taught the skills and then apply this to their topic learning. In Key Stage 1 Geography is taught in block weeks each term. Block weeks are an effective way to teach in the classroom because it allows the children to become fully immersed in that subject for a sustained amount of time. It is also easier to plan a sequence of lessons and to adjust and adapt them in the moment for that week depending on how the children's knowledge and understanding develop through the week. Block weeks also allow all subjects to have an equal amount of teaching time through the year. The learning is also differentiated with further support and a challenge for those that are demonstrating a deeper understanding of the skill being taught. Planning in Early Years follows the statements from Development Matters and links to the topic learning they are

doing, though occasionally it is taught more discretely. Geography provision in Early Years is available during continuous provision activities and opportunities are planned in specifically.

Across the Key Stage the curriculum skills have been differentiated according to guidance from training and ensures all the skills are covered and revisited across the two years. Guidance is taken during termly network meetings to review what is being taught as well as for developments in the subject.