

Curriculum Leadership - Subject Vision September 2022

Subject / Curriculum Area: Understanding the World/ 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 people, places and different environments. With a clear progressive knowledge and skill based curriculum that views fieldwork as a key part of Geographical learning, we aim to equip all children with the ability to think like a Geographer through an enquiring mind. By the end of Key Stage 1 we aim to extend pupils knowledge and understanding beyond their immediate environment and the United Kingdom so that they have a rounded view of the world, in preparation for future learning in key stage 2 and beyond.

What does your subject area offer the Dovers children?

A greater understanding of their local community and its location in the world, through hands-on real life experiences that are purposeful and relatable. Dovers Geography curriculum offers pupils opportunities to learn about the similarities and differences between their culture and country and the lives of others located close to us and far away. With a strong focus on the use of Geographical vocabulary, pupils will become familiar with using the language of a Geographer as they encounter seasonal changes, different weathers, local and UK maps, atlases and compasses. The subject of Geography will sew a seed of interest in the world and perhaps a desire to see more and venture beyond what they know, as they become life-long learners.

How does your subject enhance the curriculum?

Once taught, key Geographical skills of observation and enquiry are essential and transferable skills across the curriculum. Once children have a comprehensive understanding of their place in the world, their life and culture, daily weather and seasonal changes, they will have a good foundation upon which to build their knowledge of other people's worlds. These knowledge and skills can be applied to other subjects such as Science (their bodies, healthy food, animals and plants) and enable them to develop their concept of the past in History. There are many cross curricular links to Maths with regards to measurement (length and height, time, scale and distance.) Oracy is a focus for Dovers and our use of key vocabulary in Geography will enhance pupil's depth and range of language as well as the confidence to use it. Giving pupils a sense of belonging has many benefits so becoming familiar with one's local community is important and has personal benefits across the curriculum. As pupil develop an understanding of the world around them, contrasting environments and recognising how different places vary from their immediate environment, they will develop a sense of understanding of others and the need to celebrate how we are all different.

What use is it to children later in life?

We are committed to developing our pupils desire to be life-long learners. Knowledge of place, location, human and physical features will allow pupils to make informed decisions about where to travel, what the weather will be like, how long it will take them to get there and how to get there - by using maps and atlases. Understanding and using key directional language will ensure pupils can take the right path and find their way successfully. Being culturally aware, tolerant and understanding of other cultures will be essential in our ever changing world where communities

choose to, or are forced to live together in a multi-cultural society. Geography develops and supports pupils personal skills through a growing understanding of Spiritual, Moral, Social and Cultural Curriculum (SMSC) and well as our own school and British Values.

What are the main skills and knowledge (overarching objectives) you want teachers to focus on?

Children need to be able to:

'To think like a Geographer.'

Place and Locational knowledge

- Be familiar with where they live, talk about and draw features of their environment by making maps and looking at aerial photographs.
- Name, locate and identify UK countries and capital cities, the world's seven continents and five oceans, using maps, atlases and globes.

Geographical skills and Fieldwork

- Provide regular opportunities for fieldwork so that pupils can develop their map skills, use directional language and know more about changes in their local environment
- To observe changes, similarities and differences in the seasons, weather and plants, comparing them to life in another contrasting country.
- Encourage pupils to explore their surroundings, enquire by asking and answering questions.

Human and Physical Features

- Use key geographical vocabulary to refer to key human and physical features.
- Know how to use and make maps that recognise key landmarks

Curriculum Leadership – Intent, Implementation and Impact

Subject/Curriculum Area: Understanding the World/Geography

Intent

What is being taught?

EYFS:

Through a progressive framework of knowledge and skills, children in Reception will develop a sense of place and a secure understanding of their physical place in the world. We do this by:

- Giving pupils opportunities to talk about members of their immediate family and their community.
- Encouraging pupils to talk about their environment, where they live, their school and places of importance.
- Becoming more familiar with their local area through walking to the local post box and park.
- Using simple maps and atlases to gather information and create their own maps to share their thoughts and ideas - perhaps about where they discovered the nest of dinosaur eggs, or where the treasure is buried!
- Describing what they see, hear and feel whilst outside.
- Exploring and responding to different natural phenomena in their setting such as the weather, the effect of changing of seasons, changing states of matter (water into ice) or the presence of new growth.
- Exploring the natural world around them including making observations and drawing pictures of animals and plants whilst in our onsite Forest School and outdoor areas.
- Recognising that some environments are different to the one in which they live and discuss the similarities and differences between life in this country and life in other countries through high quality texts and stories.
- Understand the effect of changing seasons on the natural world around them.

Year 1:

Geographical knowledge and skills progress as children move into the National Curriculum. They are encouraged to 'Think like a Geographer' through an enquiring mind! We do this by:

- Continuing to describe seasonal weather changes by closely observing a tree in the school grounds recording how it changes through drawings over the year.
- Asking simple geographical questions such as, 'What is it like to live in this place?', 'How could we improve our school environment?'
- Undertaking regular fieldwork lessons to study the geography of the school and its grounds
- Making simple maps and plans and using locational and directional language (e.g. near and far; left and right) to describe the location of features and routes
- Linking their homes with other places in their local community, through the use of simple maps and Google Earth, enabling them to understand how some places are linked to other places by roads and trains.
- Naming, describing and comparing familiar places.
- Learning about some present changes that are happening in the local environment.

Year 2:

Geographical knowledge and skills continue to progress so that pupils are well-informed and ready for key stage 2. They are encouraged to 'Think like a Geographer' and work towards mastery! We do this by:

- Naming, locating and identifying the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

- Using world maps, atlases and globes to identify the UK, its countries, the world's seven continents and five oceans.
- Using basic geographical vocabulary to refer to key **physical** features such as beach, cliff, river etc and key **human** features, including: city, town, farm, office, port and shop.
- Using aerial photographs we plan perspectives to recognise landmarks and basic human and physical features; devising simple maps as well as using and constructing basic symbols in a key.
- Identifying seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Understanding 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.
- Experiencing regular fieldwork lessons to make observational studies of their school and its grounds and the key human and physical features of its surrounding environment.
- Using simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map.

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

Geography is a subject that all children should be able access regardless of need and with this in mind, much effort is made to remove barriers to learning and offer accessibility to all through Quality First Teaching. In addition, visual resources are used to support learning such as maps, globes, Google Earth and videos to help children better understand scale and bring places and locations to life. All lessons are differentiated and 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. High attainers deepen their knowledge by explaining what they know to their peers and teaching others.

Implementation

The teaching of Geography and Understanding the World follows the long term Progression of Knowledge and Skills document. This ensures good curriculum coverage in an age appropriate progressive way.

Planning is both discrete and cross-curricular with activities on offer in the continuous provision of EYFS and Year One classrooms. Some aspects of the knowledge and skills can be linked to and taught through topics. However, tenuous links are not encouraged and stand-alone lessons are promoted to ensure that key Geographical objectives are specifically taught.

In Key Stage 1, Geography is taught in block weeks each half 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. Retrieval practice is being embedded into our teaching to ensure that children are regular revisiting past learning, through low-stake activities, to help embed knowledge into children's long-term memories.

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.

Each term I look at the planning for my subject to see what is being covered. I will continue to observe lessons and provide feedback to teachers about what went well and ways to support their teaching and

learning going forwards. After any further training or developments in Geography these are shared with other staff during staff meetings. Support and guidance are also provided to staff with planning or resources as and when required.

Impact

It is my aim that the teaching of Geography goes from strength to strength. Keeping my subject in the fore-front of teachers' minds, setting high expectations for fieldwork and cross-curriculum links will continue to have a positive impact on pupils knowledge and skills.

Data from July 2022.

EYFS: Knowledge of The Natural World is particularly strong in the Early Years with 99% of pupils (including PP pupils) achieving ELG. 96% of pupils achieved GLD in People, Culture and Communities.

Year 1: 97% of pupils achieved W+ or above with almost 20% achieving S+ by the end of year 1.

Year 2: 90% of pupils achieved W+ or above with 30% of pupils achieving S+ by the end of year 2, which puts them in a strong position leading into key stage 2.

How well are children learning in your subject?

Children in the Early Years have a good understanding of the natural world, people, culture and communities. I have observed first-hand how pupils are encouraged to explore the world around them, ask questions, look closely, share their experiences and learn about maps. Pupils have enjoyed simple 'fieldwork' opportunities in near-by and this is something that we want to build on in 2023. They have developed a sense of place as their awareness of their environment (where they live, the changing seasons) have allowed them to recognise the similarities and differences with other countries through the use of high quality texts and information on the internet.

All pupils are becoming more familiar with maps of all kinds, and this will be a focus for 2003.

In key stage 1, pupils are able to use simple Geographical language to describe seasonal changes, human and physical features. Data shows that pupils are good at asking questions and embarking on local fieldwork to study the school grounds. Locational knowledge is an area for improvement in 2022/23.