



Geography



INTENT

At Frogmore Infant School we shape our geography curriculum to ensure it is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge, skills and attitudes; and for the children to develop a love for geography. We have a high quality geography curriculum which inspires pupils curiosity and fascination about the world and its people. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We want children to enjoy and love learning about geography by improving attitudes, gaining knowledge and skills, not just through experiences in the classroom, but also with the opportunity for real-life fieldwork using the local environment as well as motivational educational visits to further enhance learning.

IMPLEMENTATION

Lesson design

Our geography curriculum is planned so that children acquire key knowledge through geographical enquiry. Each unit is led by an enquiry question that enables children to investigate and reason with the key knowledge we want children to learn. We revisit knowledge over time to provide children with more opportunities to embed knowledge and to explore this knowledge in different contexts.

Resources and fieldwork

Children are given access to a range of resources including books, photographs, aerial photographs, maps, atlases and globes to support their learning. We recognise the importance of first-hand observations and simple fieldwork skills in helping children to develop their locational awareness.

Progression

Learning is carefully sequenced from YR to Y2 so that knowledge, skills and understanding build on previous learning. Our progression of skills and knowledge details the disciplinary and substantive knowledge to be covered. Prior learning is referenced at the start of new units and key knowledge is revisited. This approach ensures children are not overloaded with new information and allows them to revisit, revise and strengthen their understanding. Our enquiry questions are deliberately scaffolded to move from explanation and descriptions towards evaluation and judgement. We recognise that children need time to develop a secure foundational understanding of where they live and this supports later geographical understanding.

Map skills

We have created a progression in map skills to ensure that our children systematically build their understanding of maps through a structured approach from concrete representations to more abstract representations of the world.

World Wednesday

We use World Wednesday to revisit and reinforce children substantive locations knowledge and their substantive human and physical geographical vocabulary.

SEND

Our enquiry approach

Introduce

- Inspire curiosity and fascination
- Introduce key enquiry questions
- Obtain prior knowledge and make predictions

Develop

- Introduce and teach substantive knowledge
- Introduce vocabulary

Investigate

- Teach procedural knowledge and skills need to investigate enquiry questions
- Use of a range of resources/fieldwork to gather information

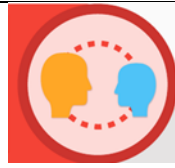
Explore

- Teach disciplinary skills to think like a geographer
- Make observations, connections
- Compare /contrast
- Identify patterns

Conclude

- Answer enquiry question
- New knowledge linked to previous prediction

EEF 5-a-day approach in geography



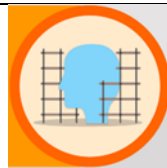
Explicit instruction

Clear and succinct explanations and demonstrations
Dual coding of key vocabulary
Visual representations using aerial photographs, Google Earth, maps
Active learning through practical work



Cognitive and metacognitive strategies

Chunked tasks- break down into small steps
Retrieval tasks and recall of knowledge and vocabulary
Use of class learning journey to visually track learning



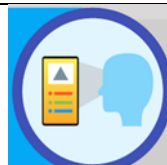
Scaffolding

Use of structured verbal sentence stems
Use of visual and tactile scaffolds
Skills in clear steps for each sequence of learning
Use of verbal scaffolds/teacher modelling to reteach and remind



Flexible grouping

Groupings where children can discuss, share ideas and reflect together



Using technology

Use of digital resources to support learning e.g. Google Earth

IMPACT

The impact of our geography curriculum is that children at Frogmore Infants School are equipped with the necessary attitudes, skills and knowledge that will enable them to be ready for the learning required at KS2 and beyond.

We shape our geography curriculum to be fully inclusive to every child and ensure that children's ability to show what they have learnt and understood is not limited by their writing skills.

Through our enrichment offer children develop skills to help them care about our world and learn how to work with each other to make it a better place to live now and for the future.

Happy learners, great achievers