



## INTENT – We aim to...

Seek to encourage and inspire a curiosity in children's interest and knowledge of people, places and the world around us.

Develop confident geographical learners who are able to explore the wider world that it outside of their locality.

# Geography 'on a page'



Inspire children to learn about the world to support them in making sense of the world that they live in.

Meet the complex needs and wide range of abilities of the children within our school.



## IMPLEMENTATION – How do we achieve our aims?

**Curriculum:** At Newhall Infants, geography is taught through a combination of subject knowledge, geographical skills, enquiry and fieldwork. Learning takes place both inside and outside the classroom. It is taught through thematic units; these units are 'Come Fly with Me' in which children will explore colder climates, and how location affects this, 'Jurassic Hunter' in which we study the life and work of Mary Anning, making links between history, geography and science, and 'Never Eat Shredded Wheat' in which pupils learn how to use compass points in the context of maps, and in navigating from one place to another.

**Assessment:** In EYFS, assessment is ongoing and based upon teacher conclusions of whether a child's development is 'on track' or 'not on track'. Evidence is recorded on 'Tapestry' and tracked three times throughout the year. In KS1, children engage in initial diagnostic assessment through quizzes and discussions and then weekly, informal assessment through means like, 'Kahoot' quizzes to provide opportunity for recall and reviews of prior learning. Teachers use this information to inform future planning and adapt teaching appropriately.

**SEND (inclusion and adaptations):** In some circumstances where it is apparent that a child's needs would be best met by adapting independent tasks, including coverage of the content from previous years/topics, all and any specific arrangements will be shared with relevant staff and parents. Children who benefit from in-school SEND support will have additional adult-support to ensure that learning is inclusive and works for each child's needs.

**Monitoring:** By regularly meeting with teaching staff, analysing relevant data and conducting 'open-book' pupil interviews, curriculum leaders are able to listen to and understand children's thoughts and feelings about their learning as well as being able to carefully monitor the quality of the geography curriculum. This ensures that teaching and learning is effective and adapted wherever necessary.

**Recording:** By using a rigorous matrix approach, the objectives of the National Curriculum are cross-referenced to the 'Learning Means the World' Curriculum and identified gaps are taught through NC specific geography units. Teachers record children's work in relevant workbooks and mark these as per the school's marking policy. Subject leaders will then conduct book scans and pupil interviews (which are kept in leader's files) to assess.

**Vocabulary:** continent, country, Edinburgh, England, Europe, globe, human, Indian Ocean, landmark, locality, location, London, map, mountain, nationality, north, North America, Northern Ireland, Pacific Ocean, physical features, Scotland, south, South America, Southern Ocean, United Kingdom

**EYFS:** Children explore the umbrella of 'Understanding the World' through a mix of play-based continuous provision and adult-led activities in which Nursery children begin to know that there are different countries in the world and talk about the differences they have experienced or seen in photos; and Reception children begin to draw information from a simple map; understand that some places are special to members of their community and describe their immediate environment using knowledge from observation, discussion, and stories.

**Disadvantaged children:** At Newhall Infants, all children are provided access to geography teaching and learning, irrespective of attainment and social background. Teachers ensure that opportunities to learn both inside and outside of the classroom are accessible to all through adaptive teaching and the use of adult support for those who benefit from this.

**CPD:** Initial 'Dimensions' Learning means the World training to take place in September 2023, lead by Sharon Dicken and Dimensions Team. Half-termly evaluating and training to develop further subject knowledge.



## IMPACT – How do we know if we've achieved our aims?

The impact of using the range of teaching and learning experiences within our curriculum will be seen across the school with an increase in the profile of geography. Our learning environment will be consistent with geographical vocabulary displayed, spoken and used by all learners. We strive to instill an appreciation of the world around them to enrich the children's experiences, therefore encouraging them to want to continue building on their wealth of geographical knowledge and understanding, now and in the future.

Our practical and exciting approach of teaching geography ensures we are able to meet the complex needs and wide range of abilities of the children within our school. As a result of engaging in high quality conversations on a regular basis, children will become more confident in using geography-based vocabulary to explain their thinking. By the end of their time in KS1, most children will be confident learners with a wide knowledge, specific skills and the ability to enquire about the world beyond their own locality.