

Geography

Kindness

Respect

Resilience

Independence

Community

Bravery



Vision

Willow Bank Infants Geographers love learning about the world! Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. At Willow Bank, our Geography Curriculum will inspire children to question and reflect on our local area and our world.



Intent – We aim to...

- Bring Geography to life.
- Inspire in children a life long curiosity and fascination about the world and its people.
- Equip children with geographical skills that build upon their own experiences.
- Give the children a voice about their place in the world.



Implementation – How do we achieve this?

Our Geography overviews to map out how this subject will be taught in the academic year, alongside a fieldwork overview. We also use a mixture of Medium Term Planning and resources from Plan Bee in Year 1 and 2 which we use as the basis of our lesson planning. These include the National Curriculum objectives and attainment targets. In Foundation Stage we plan for 'Understanding of the World' as part of a termly overview.

Foundation - Children learn about the world around them, including their home town and the seasons of the year, through first-hand experiences and secondary sources, both independently and facilitated by adults.

Year 1 - Children are taught knowledge about the UK, its countries, cities and weather by using atlases, aerial photographs, maps and first-hand study of the weather and the local school environment as well as a field trip in the local area as well as to Woodford Park.

Year 2 - Children are taught knowledge about the world, continents, oceans and hot and cold places. They use compass skills, globes, maps and atlases and other secondary sources to support this. They use maps relating to visits they go on both locally and further afield.

Building on children's experiences of Geography

Our Geography topics are planned to include our children's voices and personal stories. In Foundation, the children make passports and stamps for the countries they have visited. In Year 1, we discuss local geography of Woodley as well as types of homes where the children get to discuss their own homes and their own experiences of living in Woodley, alongside looking at maps and aerial photographs to extend their knowledge. In Year 2, the children are encouraged to share personal experiences through photographs, maps and souvenirs as part of our London topic as well as our 'All Around the World' topic.

Locational and Place knowledge

When teaching **locational knowledge** in geography, we are giving students information on **where places are**. **Place knowledge** teaches geographical similarities and differences through studying the **human and physical geography of a place**. Examples of places studied are school, Woodley and London as well as places around the world where the children have experience of visiting to make it relevant to them (for example contrasting the UK to Guyana which they studied as part of Frank Bowling's artwork).

Key concepts

Place – what a place is like, what happens there and how and why it is changing.

Space – knowing where things are located, why they are there, how they are changing and the implications.

Geography skills and fieldwork – the children answer enquiry questions by using geography skills.

Where does Geography happen at Willow Bank?

Geography lessons happen in classrooms, the school grounds, in the wider school community and on educational visits.

In EYFS Children learn geography linked to topics of All About Me, Trip around the World and At The Seaside. Teachers plan discrete lessons which link closely to carefully planned CP activities.

In Key Stage One Geography teaching is a mixture of discrete lessons and those linked to topics. Teaching is sequenced so that children can acquire the knowledge and vocabulary required for them to ask their own questions and carry out geographical investigations and studies. These become increasingly complex and more independent over the course of Key Stage One.



Implementation ctd. – How do we achieve this?



Assessment

Assessment grids using National Curriculum objectives. Children are given teacher assessments based on work in lessons from Understanding the World in Foundation, and Year 1 Geography sessions and in Year 2 we have end of unit pieces of spoken/written work. We are using these to move towards using Insight to present data to see trends more clearly and adapt where appropriate.

Lowest 20%

Geography is pitched so all children can access the learning and relate to the activity. For example, we use songs alongside mapwork to continents appropriately. This can then be rehearsed orally and recorded by an adult in children's books. Peer support and team working is used where children are given word banks and cloze procedures or labelling activities to discuss with partners before beginning tasks.

Professional development

CPD Assessment event 2023 SLA Meetings OLA subject leader meeting
Ideas and strategies from meetings are shared at geography staff development meeting

Curriculum links

Intrinsically linked in FS
Year 1 – The Snail and the Whale linked to 'islands'. Art – London landmarks
Year 2 - Frank Bowling.
D & T – Ferris wheels linked to The London Eye.

SEND and Disadvantaged Progress

Resources and lessons valuing the input of all children, including those disadvantaged with SEND. Questioning and reflective work given to all children scaffolded by adult, peer support or additional vocabulary. Using and valuing the experiences of those children in terms of all travel local and further afield as part of displays and learning.

Cultural capital, inclusion and diversity

Respect, inclusion and diversity – we respect everyone, from everywhere in the world. We see difference as an opportunity to learn and we love considering the perspective of those from different parts of the world.
Community – although we are all from different places, we love learning together in the Willow Bank Family.
Cultural capital – our families have a diverse mix of socio-economic backgrounds. Some children have been to different countries and have access to books and online learning about Geography. Others have experienced limited UK travel.

We use the experiences of the children and link this to local and global geography. We use photographs of the children in different places as a stimulus so that those children who might be less engaged and who might not have visited those places have an immediate tangible link.
We use all of our school and life experiences to enrich our understanding of the world we live in. We have visitors who enrich the curriculum and school trips to enhance local and wider geographical knowledge.

Impact – How will we know we have achieved?

Work in children's books is well presented and conveys pride in their work.

Children meet end of year expectations in geography.

Children can talk about geographical concepts confidently and knowledgeably.

Geography has a high profile and children's geography work features on displays around the school.