

Booker Avenue Infant School: Geography Vision

Intent

At Booker Avenue Infant school, it is our intent that our bespoke curriculum, which centres around engaging and vocabulary rich text will inspire our pupils' curiosity and fascination about the world and its people that will remain with them throughout their education and for the rest of their lives.

Our children's geographical units are built layer upon layer as we build upon previous learning so our children's world begins in their homes, communities, city, country, continent to Earth and its oceans developing them in their identity as local, national and global citizens. We have a strong focus on developing both geographical knowledge and skills throughout each unit.

The contents of our Geography intent strives to strengthen children's connections with the world in which they live by providing them with opportunities to compare their lives with children and grown-ups around the world whilst also comparing land use and differing natures of cities and villages. Our children will develop a comfort with the use of different types of maps, using geographical vocabulary as well as considering weather globally and the equator effects it. We encourage critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.

Implementation

EYFS

In EYFS planning follows the development matters steps. Medium term plans have been produced to reflect the content of the EYFS framework. The children work towards the early learning goals. Kapow is used to support planning in Reception to ensure key knowledge is embedded, in order to provide a smooth transition for the next steps of learning in Year One.

Children will be exposed to a range of high quality stories, non-fiction texts and maps. Children will engage in a range of enrichment activities to support their cultural capital. Continuous provision areas will contain enhancements that support the children's geographical development. Children will be exposed to a range of vocabulary that will enhance their knowledge and encourage them to use within their play. In EYFS close links are made with communication and language. Children are encouraged to question information presented and to use newly introduced vocabulary in their play [For example; small world figures and role play characters].

KS1

In KS1 we use the Kapow scheme of work to support our teaching of goals. This follows coherent and progressive planning that meets the requirements of the national curriculum. There is a clear progression of skills and knowledge for all four strands of the geography national curriculum (please see the Kapow progression map).

Our spiral curriculum ensures pupils will develop knowledge about their locality, the United Kingdom and the world. They will understand subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first hand observation to enhance their locational awareness.

Geographical skills and fieldwork are a priority at Booker Avenue Infant School. Children are given a wide variety of experiences both in the classroom and out. We plan and deliver school visits and videos to enable the children to gain first hand experiences to support their learning and develop their awareness of cultural capital. Our units follow an enquiry cycle that map out the fieldwork process of question, observe, measure, record, and present.

Our high quality teaching and ambitious text led literacy curriculum provides opportunities for children to be exposed to a vast range of high vocabulary. We develop a deep understanding of this vocabulary and encourage children to use this appropriately in all aspects of the curriculum. In KS1 this is extended to the children's writing where children are encouraged to use a high level of vocabulary to strengthen their writing and thus develop deeper levels of meaning and content.

Impact

All children in our school love Geography. They have a thirst for the subject and use their questioning skills to find out more. The children know more and remember more as themes and objectives are embedded across the year groups in a spiral curriculum. We ensure Geography is given a high priority in our school by providing opportunities across the curriculum and creating enrichment where possible to enhance the subject status.

An enquiry-based approach to learning will allow teachers to assess children against the National curriculum expectations for Geography. The impact of our curriculum can be constantly monitored through both formative and summative assessment opportunities. The Tapestry program is used to track progress made in each of the strands, every term. It is the role of the subject lead to monitor progress and make reasonable adjustments to the curriculum to ensure every child meets their full potential.

Our geography curriculum will have started the children's geographical journey and cultivated a love and wonder for the world around them. There is a clear progression of their geographical skillset ready for the worlds which will open for them in KS2.