

Learning together with Respect, Friendship and Perseverance

Geography - Intent, Implementation, and Impact Statement

Intent

At Bampton CE Primary and Nursery School teachers plan Geography lessons that meet the aims of the EYFS framework and the national curriculum. The intent is to ensure that our teaching allows for a broader, deeper understanding of the four areas of geography identified in the curriculum and to develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We intend to develop children’s curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. We offer a range of opportunities for investigating places around the world as well as physical and human processes. Our lessons are intended to improve children’s geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.

Implementation

Early Years Foundation Stage

- Geography is included within the **Understanding the World (UW)** area of learning and development.
- Each term, EYFS staff will plan a variety of adult-led teaching and learning opportunities, where children will be taught a range of skills/knowledge. Children will be able to explore their new learning and build upon it during continuous provision on a daily basis. Planning will be guided by the **EYFS Statutory Educational Programmes and Development Matters**.

EYFS Statutory Educational Programme: Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

| Understanding the World Birth to 3 |
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| <ul style="list-style-type: none"> • Repeat actions that have an effect. • Explore materials with different properties. • Explore natural materials, indoors and outside. • Explore and respond to different natural phenomena in their setting and on trips. • Make connections between the features of their family and other families. • Notice differences between people. |

Understanding the World: 3 & 4 Year Olds

- Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Expressive Arts & Design: Reception Children

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Primary Phase

- Our Geography curriculum has been designed to cover all of the skills set out in the National Curriculum.

Key Stage 1 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

- name and locate the world's seven continents and five oceans;
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place Knowledge

Pupils should be taught to:

- understand 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.

Human and Physical Geography

Pupils should be taught to:

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical Skills and Fieldwork

Pupils should be taught to:

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage;
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map;
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key; use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key Stage 2 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time;
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Place Knowledge

Pupils should be taught to:

understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Human and Physical Geography

Pupils should be taught to:

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Geographical Skills and Fieldwork

Pupils should be taught to:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world; use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

- At Bampton CE Primary & Nursery School we use units from Cornerstones in Key Stage 1 & 2 to ensure that National Curriculum expectations are met. The units are carefully chosen and allow for progression of both knowledge and skills. Teachers adapt the planning as necessary to ensure it meets children's needs and is accessible to all children. Progression is planned & monitored to ensure prior learning is embedded and built upon.
- In Nursery and Reception topics and learning opportunities are planned to allow progression in the Development Matters statements in order to allow children to attain their Early Learning Goals.
- Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge.
- In Early Years and across both key stages, children have a range of opportunities to experience geography through practical engaging tasks beyond the classroom to enhance the pupils' understanding and skills further.
- Through the teaching of geography in our school, we intend to inspire pupils to develop a love of geography and understand the importance of our planet and the Natural World and our role in protecting it. This provides cross curricular links with Citizenship and Global Learning.

Impact

- Children are able to demonstrate meeting Early Learning Goals at the end of foundation Stage and later end of Key Stage 1 & 2 expectations.
- Progress through Early Years and Year 1 is tracked using Tapestry learning journeys.
- We believe that the impact of our Geography curriculum is that geography learning is enjoyed across the school, teachers have high expectations and quality evidence is presented in books.
- All children use geographical vocabulary accurately and understand the different strands of geography, with a deep understanding of the Earth's key physical and human processes.
- Children will begin to make relevant links from geography to other curriculum subjects, such as history and science.
- They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world.
- All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet.
- Children will become competent in collecting, analysing and communicating a range of data gathered.
- They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways.
- All children in the school will be able to speak confidently about their geography learning, skills and knowledge therefore demonstrating that they know more and remember more.
- Impact can also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids, and summative assessments aimed at targeting next steps in learning.
- Areas of curriculum strengths and weaknesses are analysed by the Geography lead and actions planned, with the agreement of the SLT, to address areas for improvement.