

## Wallace Fields Infant School & Nursery

### *Subject Story for Geography.*



### Intent:

At Wallace Fields Infant School and Nursery our Geography curriculum is designed to inspire children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The curriculum is designed to equip all children with knowledge about diverse places, people, resources and natural and human environments. An understanding of human and physical processes is explored and as children progress, a deeper understanding of the interaction between these is further developed. The development of vocabulary is paramount at WFIS and through teaching and learning opportunities, meaning is given to a wide range of geographical vocabulary. We also develop the children's ability to apply geographical skills to enable them to confidently ask questions, communicate their findings and share their geographical understanding with a range of audiences.

*The National Curriculum for Geography aims to ensure that all pupils:*

- *Develop contextual knowledge of the location of globally significant places.*
- *Understand the key physical and human geographical features of the world.*
- *Are competent in key geographical skills*

### Implementation:

The school grounds and local area are used by all year groups for a range of practical activities and enquiry-led learning. This starts in the Early Years with their daily outside learning opportunities and is further enhanced by our nature explorers sessions. In Year 1, the children use the school grounds and explore the wider locality and in Year 2 they build on this by visiting Epsom town and Epsom downs.

Teachers use the Progression grid for Geography when creating their medium term planning. In KS1, Geography is taught during as a whole class 'teach' session or through a 'recall' activity. In Reception and Nursery, teachers will look at 'Understanding the World' when planning and delivering the Geography curriculum. This will be delivered through a whole class input or through a 'discovery time' activity. During 'discovery time' children will be able to independently access and explore the activity.

Learning journals will show evidence of 'progress' as the children demonstrate their ability to 'know more, remember more, and understand more' Pupil voice is excellent evidence to support this.'

A knowledge organiser accompanies each unit and makes the expectation of what must be known by every child clear. These help teachers to guide their planning and ensure lessons are progressive, sequential and vocabulary rich.

### Progression across year groups:

- In EYFS, Geography is explored under the umbrella of 'Understanding the World'. Children focus on their local area and the journeys that they have been on, making key observations about different things they saw. The learning is kept at a level that is relatable to the children so that they are able to express opinions about the world around them.
- In Year 1, children broaden their knowledge of the world around them and begin to learn and think about the entirety of the United Kingdom. They learn about the four countries of the UK and their capital cities, demonstrating an ability to locate these on a map. Children will make observations about their local area and be able to discuss the physical and human features whilst using directional language when describing the location of said features. During this year, children will also be able to describe the features of a hot and a cold place and will learn the key features of the seasons in the UK.
- In Year 2, children build on, deepen and secure their knowledge of the world around them and broaden their Geographical knowledge to that of a distant place. Children will learn about the similarities and differences between their town and somewhere abroad, focusing on key human and physical features. Children will learn about the seven continents of the world and the five oceans. They will be able to effectively use an atlas, world map and/or globe to support their learning. Children will also enhance their knowledge of the seasons and be able to discuss daily weather patterns in the UK.

### Impact:

- ✓ We will be able to see that the children know more and remember more in Geography, through evidence in their learning journals and pupil voice. We will also see that they are able to recall prior learning and apply it. Children will start their next year of learning with the necessary skills and knowledge to build upon.
- ✓ The impact of our Geography curriculum is that children at Wallace Fields Infant School are able to talk confidently with empathy about the world in which they live, making links to Epsom and the wider world using the correct geographical vocabulary to describe the similarities and differences in physical and human features.
- ✓ The children show curiosity about our world and the people who live in it and are equipped with the skills and knowledge necessary for the next step in their learning.

### If you were to walk into a Geography lesson at WFIS & Nursery you would see:

- ✓ *A vast amount of Geography learning taking place outside in order to harness the benefits of fieldwork in this subject.*
- ✓ *Meaningful opportunities for discussion where by children work collaboratively to make sense of the world around them.*
- ✓ *A multi-modal approach to learning. Children will be taking part in practical activities, written activities, technological activities and many more.*

### British Values and Spiritual, Moral, Social and Cultural Learning in Geography:

**British Values:** Our geography curriculum supports children to be reflective and evaluative thinking about what 'Britishness' means to them and facilitates their understanding of how societies are linked and the diversities of people's backgrounds.

**Spiritual** development is shown by the children's beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values. This is explored through looking at others all over the world. Through Geography, the children will develop a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. We will encourage the use of imagination and creativity in their learning and provide the children with regular opportunities to develop a willingness to reflect on their experiences.

**Moral** development is shown by the children's ability to recognise the difference between right and wrong, and their readiness to apply this understanding to their own lives, understating the consequences of their own actions, e.g. is it okay if we all drop our litter on the floor? Keep the tap running whilst we brush our teeth?

**Social** development is shown by the way in which they work with others, working collaboratively or in pairs to complete a geographical task e.g. giving directions for someone else to follow on a map.

**Cultural** development is shown by children's interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

## Pupil Voice:

**Nursery:** "This is a big building!"

**Reception:** "I go through the park to get home. I know I live near school."

**Year 1:** "I know the four countries in the UK! They are England, Northern Ireland, Scotland and Wales. It takes a long time to get to Scotland because it is at the very top!"

**Year 2:** "The world is made up of seven continents and the biggest one is Asia! We live in Europe."

## Outstanding Learning Outcomes:



*A Reception pupil's treasure map based on the outdoor learning area.*



*Reception children during a Nature Explorer's session.*



*A Year 2 pupil's aerial view of Wallace Fields Infant School.*

## Successes in 2023-2024:

- ☺ **The use of progression grids:** The implementation of progression grids allowed teachers to analyse and track which areas of Geography had been taught and what they were still yet to cover. This improved curriculum coverage a great deal.
- ☺ **Upskilling teachers with training:** Teachers have had training on Digi maps by the subject lead. This has had a positive impact on children from EYFS to KS1 as they have a better understanding of their local environment using maps.

**Fieldwork:** The Implementation of fieldwork has enhanced our curriculum as children are receiving first-hand experience of the world around them. This has developed their Geographical knowledge and skills which they are applying to their everyday life.

## Priorities for 2024-2025:

- ⇒ **Curriculum coverage:** Continue to ensure a great coverage of the Geography curriculum and any gaps are addressed before children move on to their next year groups. This ensures children have a secure base of knowledge and skills to build on with more advanced learning in their new year group.
- ⇒ **Assessment:** Implement an assessment system in order to make judgments in History, Geography and RE.