



CAM WOODFIELD INFANT SCHOOL

GROW – EXPLORE – DISCOVER

Cam Woodfield Infant School

Subject Story for Geography



Intent

At Cam Woodfield Infant School our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Through carefully planned and sequenced teaching, our children become motivated to find out about the diversity of places, people and environments.

Children at Cam Woodfield Infant School are inspired to investigate a range of places, both in Britain and the wider world to help them develop an excellent knowledge and understanding of the Earth's physical and human features.

The development of vocabulary is paramount at Cam Woodfield Infant School and through teaching and learning opportunities, meaning is given to a wide range of geographical vocabulary.

We are committed to providing children with opportunities to investigate and make enquiries about their local area of Cam and Dursley, so that they can develop of real sense of who they are, their heritage and what makes their local area unique and special.

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 'Welly Walks.' In Year 1 the children use the school grounds and explore the wider locality and in Year 2 they build on this by making comparisons with the wider world.

Teachers use Curriculum Maestro to show the progression in Geography. This enables staff to create a medium term plan, and then use this to plan their weekly sessions. Each year group has a Geography focused project once a year, however Geography is also taught throughout the year if links can be

made with other projects. When creating weekly planning, teachers will ensure that they use the Geography progression grid, on Curriculum Maestro, in order to check for coverage. The progression grids for Geography are highlighted throughout the year to ensure that full coverage takes place each year.

In Key Stage 1 teachers use 'project time' as a way to teach and embed knowledge in Geography. The children have opportunities to show their Geography knowledge whilst working independently. In EYFS Geography is explored through specific teaching and times where the children will independently access activities related to their learning.

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 project folders, pupil voice and on Tapestry. 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 Cam Woodfield Infant School are able to talk confidently with empathy about the world in which they live, making links to Cam and Dursley, 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.

During the academic year 2023-2024, 81.8% of the EYFS children achieved the Early Learning Goal in Understanding the World, 82% of Year 1 children achieved the expected standard in Geography, and 95.2% of Year 2 children achieved the expected standard.

If you were to walk into a Geography lesson at Cam Woodfield Infant School, 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 of 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

Reception: *"I like going outside and stamping in puddles."*

"I went on a walk and saw the shops, and I nearly went past my house."

Year 1: *"We've been learning about lo*

oking after our world. We've been looking at where we live and we found it on a map."

Year 2: *"When we went on our trip to Slimbridge we used maps to find all the different places that we had to go to."*

Learning Opportunities



EYFS children exploring their surroundings and identifying changes.



The Year 1 children using a map to explore the outdoors.



The Year 2 children during their visit to Slimbridge WWT, where they explored lots of physical features.

Successes in 2023-2024

Geography Coverage: By teaching a Geography focused project once a year it has improved curriculum coverage, as well as helping to address prior knowledge and understanding.

Attainment: 81.8% of the EYFS children achieved the Early Learning Goal in Understanding the World, 82% of Year 1 children achieved the expected standard in Geography, and 95.2% of Year 2 children achieved the expected standard.

Experiences: The Geography based projects have been further enhanced by the children taking part in experiences outside of the classroom, and going on school trips. The Year 2 children went on a trip to WWT Slimbridge, where they learnt about the different bird habitats. They also went on a trip to Weston-super-Mare as part of their 'coastline' topic, where they learnt about the features of the seaside. The Year 1 children went on a trip to the local zoo, where they learnt about the different animals and their habitats. In the EYFS the children went on a walk around the local area.

Priorities for 2024-2025

Experiences: For children to be provided with a variety of experiences / trips to support their learning in Geography.

Vocabulary: To develop children's confidence whilst using key vocabulary during Geography lessons.

Sticky Knowledge: To support children in becoming secure with 'sticky knowledge' in Geography.