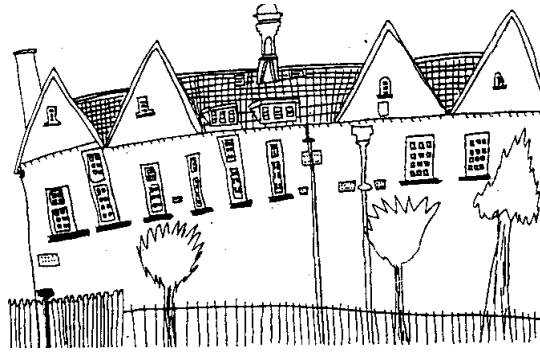


# Geography at Letchmore Infants' & Nursery School





## Intent

At Letchmore, Geography has a clear learning journey across the whole school. The pupils learn about their local environment and community as well as the wider world.

Geography is taught through topics that aim to develop children's natural curiosity. We want our children to develop skills in recognising, describing, explaining, comparing, and evaluating human and physical geographical elements with a high level of technical vocabulary being accurately used and applied. We aim to produce independent and evaluative thinkers who have empathy for how others live, to develop an awareness, respect and curiosity for different cultures and societies and the physical world around them. We aim for Geography to be *done* and experienced rather than by children memorising a series of disconnected facts.

Children will have opportunities to ask questions, make links, allowing them to make sense of the world around them. They will have opportunities to work collaboratively using field work, trips, and other experiences. Geography at Letchmore is accessible to all learners, regardless of individual starting points.

Children will be familiar with our school's participation of the Global Learning Project and the *17 Global Goals*. This global outlook is the 'golden thread' that runs through our curriculum and will give our children a practical focus with which to look outwards at the world around them and will equip them for today and tomorrow.

## Implementation

At Letchmore the Geography curriculum is taught through a geographical enquiry approach including many cross-curricular links. The children will attempt to answer an overarching enquiry question through a combination of approaches starting with a hook to inspire the children. This will enable links to be developed that support the children's own developing, local, national, and global knowledge. This approach encourages the children to become more independent learners, taking responsibility for their own learning. The children are encouraged to ask questions and develop their own lines of enquiry, using research skills to facilitate this. We approach learning creatively and understand that there is more than one way to achieve an objective or accomplish a task, to make lessons more engaging and accessible to all. We follow a skills progression to ensure curriculum coverage and to develop the children's key geographical skills and understanding throughout the school. High quality, up-to-date resources are used to support learning including globes, maps, photographs, and atlases - as well as IT resources such as Google Earth to also develop children's digital literacy.

### Provision for vulnerable groups and children with SEND:

Class teachers will make adaptations to the curriculum appropriate to the needs of individual children. Learning activities and outcomes will be differentiated to ensure all pupils are able to participate fully and make progress. Resources will be adapted as appropriate to ensure all pupils can access all aspects of learning. Adaptations may include use of visual and concrete resources, use of a whiteboard for recording, pre-teaching key vocabulary and concepts, assessment of understanding and progress through discussion and role-play rather than through what a child has recorded. This list is not exhaustive and class teachers will work in collaboration with the child, parents / carers, SENCo, LSAs and external professionals to understand and respond to the children's individual needs.

## Topics

	<b>Nursery</b>	<b>Reception</b>	<b>Year One</b>	<b>Year Two</b>
<b>Autumn 1</b>	All about me	Changes/Dinosaurs	This is me! (Toys)	Our amazing world
<b>Autumn 2</b>	Nursery Rhymes	Celebrations	This is me!	Our amazing world
<b>Spring 1</b>	People who help us	Super Me, Super You	A Trip around the World	Our amazing solar system
<b>Spring 2</b>	New Life	Jump into a book		
<b>Summer 1</b>	Growing	Let's Explore	Dinosaur Detectives	Our amazing country
<b>Summer 2</b>	Pirates		On our Doorstep	

### Sticky Knowledge - What do we mean?

Sticky knowledge is knowledge that will stay with us forever. In other words, an alteration has happened to our long-term memory. We could divide sticky knowledge into two main parts. Firstly, interesting facts and secondly, knowledge that individuals need to learn as part of the national curriculum. For the assessment objectives outlined below we are referring to the latter.

<b>Nursery</b>	<b>Reception</b>
<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Begin to understand the need to respect &amp; care for the natural environment &amp; all living things.</li> <li>• Continue to develop positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world &amp; talk about the differences they have experienced or seen in photos.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family &amp; community.</li> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities &amp; differences between life in this country &amp; life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear &amp; feel whilst outside.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>

At KS1 the sticky knowledge takes full account of the national curriculum's main characteristics of:

- Locational knowledge
- Place knowledge
- Human and Physical geography
- Geographical skills and fieldwork

from NC (2013)	YR1	YR2
<b>Locational Knowledge</b>	Name & locate the world's 7 continents & 5 oceans.	Name, locate & identify characteristics of the 4 countries & capital cities of the UK & its surrounding seas.
<b>Place Knowledge</b>	Understand geographical similarities & differences through studying the human & physical geography of a small area of the UK, & of a small area in a contrasting non-European country.	Understand geographical similarities & differences through studying the human & physical geography of a small area of the UK, & of a small area in a contrasting non-European country.
<b>Human &amp; Physical Geography</b>	<p>Identify seasonal &amp; daily weather patterns in the UK &amp; the location of hot &amp; cold areas of the world in relation to the Equator &amp; the North &amp; South Poles.</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season &amp; weather.</p> <p>Key human features, including city, town, village, factory, farm, house, office, port, harbour &amp; shop.</p>	<p>Identify the location of hot &amp; cold areas of the world in relation to the Equator &amp; the North &amp; South Poles.</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season &amp; weather.</p> <p>Key human features, including city, town, village, factory, farm, house, office, port, harbour &amp; shop.</p>
<b>Geographical Skills &amp; Enquiry</b>	<p>Use world maps, atlases &amp; globes to identify the UK &amp; its countries, as well as the countries, continents &amp; oceans studied at this key stage.</p> <p>Use simple compass directions (north, south, east &amp; west) &amp; locational &amp; directional language [for example, near &amp; far, left &amp; right], to describe the location of features &amp; routes on a map.</p>	<p>Use world maps, atlases &amp; globes to identify the UK &amp; its countries, as well as the countries, continents &amp; oceans studied at this key stage.</p> <p>Use simple compass directions (north, south, east &amp; west) &amp; locational &amp; directional language [for example, near &amp; far, left &amp; right], to describe the location of features &amp; routes on a map.</p>

	Use simple fieldwork & observational skills to study the geography of their school & its grounds & the key human & physical features of its surrounding environment.	Use simple fieldwork & observational skills to study the geography of their school & its grounds & the key human & physical features of its surrounding environment.  Use aerial photographs & plan perspectives to recognise landmarks & basic human & physical features; devise a simple map; & use & construct basic symbols in a key.
<b>Whole School</b>	Forest Schools has been implemented throughout the school. 17 Global Goals embedded in long-term curriculum planning. Each KS1 class has a Global Learning working document to record learning. Reception to use 'Paddington's Postcards' by Unicef to introduce different countries.	

### Impact: Progress & Attainment

At Letchmore we judge the success of our geography curriculum in the following ways:

- Pupil voice - are children happy, engaged, motivated to do well, challenged?
- Learning walks (including those with governors and external visitors) -do they show evidence of our intent in action?
- Planning - is it allowing children to gain knowledge and master skills, does it meet the needs of all learners? Is it following a geographical enquiry approach starting with a hook?
- Topic Books - is presentation of a high standard and are all children making at least expected progress from their various starting points?
- Data - is attainment and progress at least in line with National averages, do all groups achieve as well as they should? What provisions are in place to support children who aren't making progress?
- Learning environment - is it rich in language to support children's learning, does it support independence?