

Curriculum Intent

Subject: Geography

Intent

At Glenfield Infant School, we expect our children to be inquisitive and to question the information they are presented with, in order to further their geographical understanding. We want children to understand where they are located within the world as well as within the British Isles; to be able to use a range of tools to understand their location and the landscapes of contrasting environments; to appreciate, describe and have a desire to conserve the differing environments of the world. Geography is an exciting, enquiry led subject that helps us better understand the people, places and environments in the world. The programme of study for Geography states “a high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.” It is a subject that seeks answers to fundamental questions such as: Where is this place? What is it like? (and why?) How and why is it changing? How does this place compare with other places? How and why are places connected? Geography draws on its vast range of vocabulary to identify and name places, the features within them and the human and physical processes at work there. Such core knowledge provides the building blocks of deeper explanation and understanding; providing entry points to geographical conversations about the world. We describe this as ‘thinking geographically’ and explicitly teach this to our pupils through exploring maps and atlases, photographs and aerial images and exploring our local area.

Implementation

To ensure this happens, we deliver a geography curriculum that focuses on developing a sense of place that is underpinned by a core knowledge of facts, locations and vocabulary. Our curriculum is designed to allow children to build on their geographical knowledge and skills as they progress through the school. Teachers have a clear understanding of the progress of knowledge referring to past learning and making links with previous knowledge. Our children will access their immediate environment and to gather first-hand experience to enhance their learning and develop a deeper understanding of their local area and to be able to make accurate comparisons with contrasting locations. Some of our children do not experience the world outside of their immediate locality. As a staff, we aim to share our own experiences and provide as much knowledge of the outside world as possible; children are aware that there are many countries and places of interest to visit! Our curriculum is enquiry based and this leads to much of discussion of the natural world and all its wonders. At Glenfield, children learn to discuss the features of their immediate environment and talk about why processes and changes happen. In Early Years, we introduce human and physical features that can be found in and around the locality of Bitterne and Bitterne Park, explore maps and their symbols as well as making ‘messy maps’. We compare the human and physical Geography of Southampton with various localities in India and we also think about our school environment in the context of the Mr Men and Little Miss characters. . During KS1 pupils develop knowledge about their locality, the United Kingdom and the wider World. They develop an understanding of basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation through both ‘in-person’ and virtual fieldwork. They apply these skills each year to undertake a comparison of a specific locality with our locality here at Glenfield.

Impact

At Glenfield Infants, children can record their learning in a variety of ways, which is recorded within their topic books. Evidence of learning and progress is dependent on the lesson outcome; year group and the skills and knowledge being developed. This could be in the form of: photographs of practical activities, use of world maps and local maps to identify features and areas, use of digital mapping, extended writing, or evidence of field work. Our teachers rely on a range of tools to assess the knowledge and skills pupils have; their progress and development points. This includes: assessment for learning, writing quotes of children’s responses and the use of independent and group enquiry. At the end of a unit in KS1, children will produce a final piece of work demonstrating that they can apply the knowledge and understanding they have gained during a topic. During the course of the lesson the class teacher (and support staff where present) will move around the class, offering support/challenge where needed so that each child is receiving direct feedback during the lesson.