



Geography

EYFS

Characteristics of Effective Learning:

Playing and Exploring/Engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active Learning/Motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and Thinking Critically/Thinking

- Having their own ideas
- Making links
- Choosing ways to do things

Intent	Implementation	Impact
<p>At Girnhill:</p> <ul style="list-style-type: none"> • Children will be introduced to subject specific vocabulary that a geographer would use. • Children will use subject specific vocabulary to talk like a geographer. • Children will use subject specific vocabulary and definitions that a geographer would use. • Children will research, interpret and present like a geographer. 	<p>Our geography curriculum enables children to become a developing geographer through high quality provision, which includes:</p> <p>Teaching sequence: Planning and delivery follows Rosenshine’s Principles in action –</p> <ol style="list-style-type: none"> 1. Daily review 2. Present new material in small steps 3. Ask questions 4. Provide models 	<p>Outcomes: Children demonstrate their understanding of key vocabulary through pupil voice evident during lesson observations and working folders. Pupil voice focuses on the ‘knowing more and remembering more’ principle.</p>



<ul style="list-style-type: none"> Children will learn, work and talk like a geographer. <p>Planning: Geography is planned using Early Years Foundation Stage Development Matters, Chris Quigley Key Skills and geography progression grids. This is to ensure a considered sequence of experiences including subject specific vocabulary, knowledge, geographer skills, ideas and evaluation.</p> <p>Curriculum:</p> <ul style="list-style-type: none"> They talk about the features of their own immediate environment and how environments might vary from one to another. Children know about similarities and differences in relation to places, objects, materials and living things. <p>Research: Closing the vocabulary gap:</p> <ul style="list-style-type: none"> Between birth and 48 months, professional parents speak 32 million more words to children than those from disadvantaged families – herein lies the vocabulary gap. Vocabulary size at 28 months equates to linguistic and cognitive ability at age 8. Vocabulary at 5 – 7 is a direct predictor of comprehension 10 years later. 	<ol style="list-style-type: none"> Guide student practice Check for pupils understanding Obtain a high success rate Provide scaffolds for different tasks Independent practice Weekly and monthly review <p>Teaching: Children are taught a range of skills in explicit taught sessions. Children are taught to practise, use and apply these skills independently and collaboratively throughout their learning environment. Children develop their subject specific vocabulary (generic and content based) through explicit teaching of vocabulary and definitions. Children develop understanding of key concepts and vocabulary through exposure to a range of fiction and non-fiction subject specific texts.</p> <p>Learning Environment: Learning environments and working walls focus on the skills and subject specific vocabulary. Children use these to support their learning and development. Reach questioning enables children to be challenged and ensures teaching and learning is planned and pitched appropriately.</p> <p>Provision & Resources: Children have a range of books and resources readily available to explore and investigate within their environment.</p>	
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<p>Rosenshine's principles in action:</p> <ul style="list-style-type: none">- Conceptual information initially enters our working memory. Working memory is rather small and only small amounts of information can be absorbed at once. New information is only moved from working memory to long-term memory if we can connect it to knowledge that we already have (our schema). As a result of this, prior knowledge is a major factor in our capacity to learn new information therefore a specific teaching sequence needs to be implemented based upon daily, weekly and termly review.	<p>Staff Knowledge: Staff have produced and developed EYFS skills continuums for geography skills. These are evident in provision and support staff in resourcing, enhancing and providing children with necessary learning opportunities to move learning forwards.</p> <p>Assessment: Children are assessed against the 'The World' and 'Speaking' Early Learning Goals. Children are assessed at 'Emerging', 'Expected' or 'Exceeding' standard.</p>	
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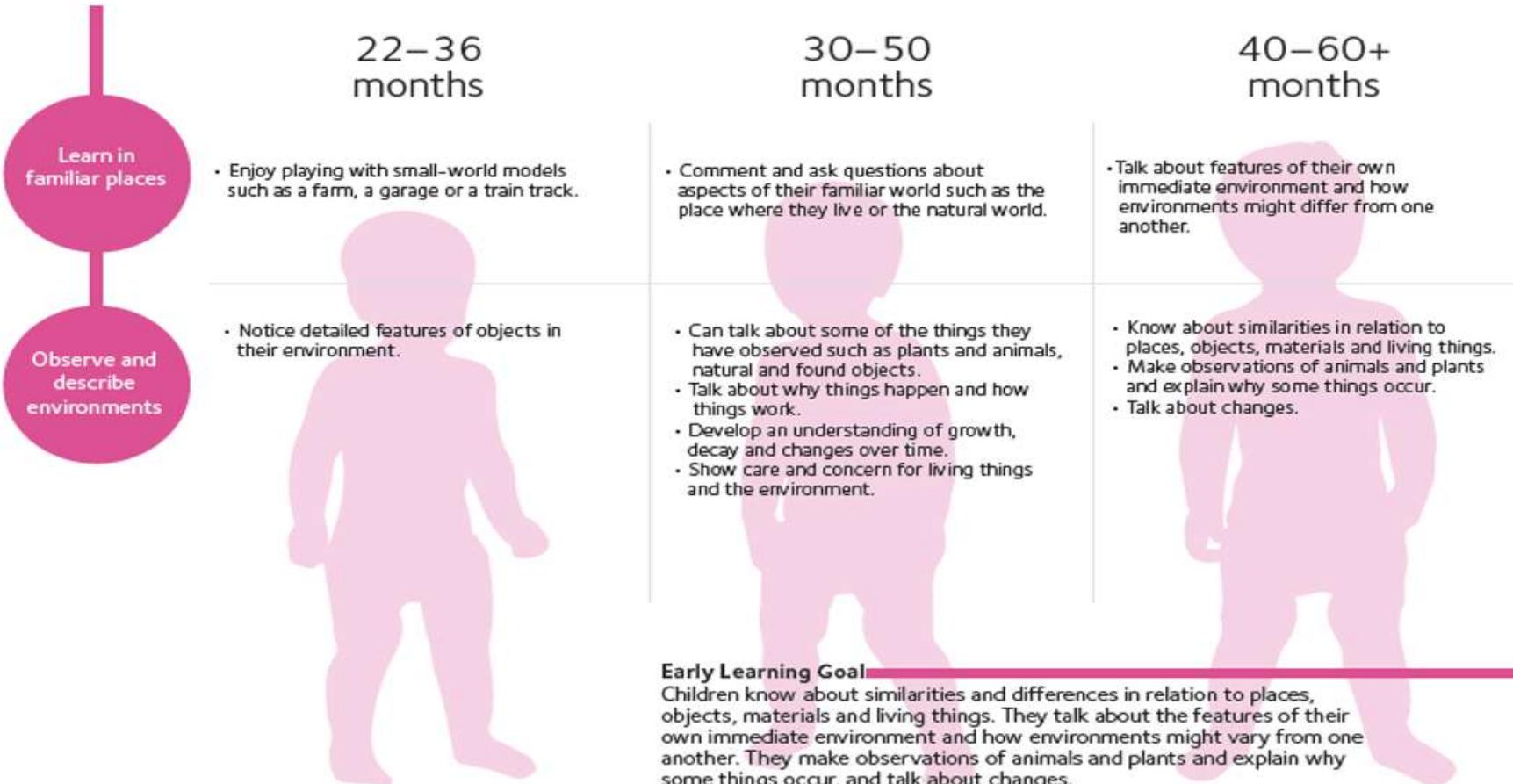
Key Skills in the Early Years

Personal, social and emotional development	Communication and language	Physical development	Literacy	Mathematics	Understanding of the world	Expressive arts and design
<p>Making relationships</p> <p>Play cooperatively, taking turns.</p> <p>Listen to the ideas of others.</p> <p>Show sensitivity to others.</p> <p>Form positive relationships.</p> <p>Self-confidence and self-awareness</p> <p>Try new activities with confidence.</p> <p>Speak to others.</p> <p>Ask for help.</p> <p>Managing feelings and behaviour</p> <p>Talk about feelings.</p> <p>Talk about behaviour.</p> <p>Describe behaviour that is wrong.</p> <p>Work as part of a group or class.</p> <p>Follow rules.</p> <p>Adapt behaviour for the situation.</p> <p>Accept changes to routine.</p>	<p>Listening and attention</p> <p>Listen attentively.</p> <p>Anticipate key events.</p> <p>Make relevant responses.</p> <p>Give attention to others.</p> <p>Understanding</p> <p>Follow instructions.</p> <p>Answer 'how' and 'why' questions about events.</p> <p>Speaking</p> <p>Can express ideas to an audience.</p> <p>Describe events in the past, present and future.</p> <p>Develop narratives and explanations.</p>	<p>Moving and handling</p> <p>Show good coordination (large and small scale).</p> <p>Move confidently.</p> <p>Negotiate space.</p> <p>Handle equipment and tools.</p> <p>Health and self-care</p> <p>Understand the importance of exercise and diet for good health.</p> <p>Talk about ways to keep healthy and safe.</p> <p>Dress independently.</p> <p>Wash independently.</p> <p>Go to the toilet independently.</p>	<p>Reading</p> <p>Read and understand simple sentences.</p> <p>Use phonic knowledge to decode regular words.</p> <p>Read some common, irregular words.</p> <p>Demonstrate to others an understanding of reading.</p> <p>Writing</p> <p>Use phonic knowledge to write words.</p> <p>Write some irregular common words.</p> <p>Write simple sentences.</p> <p>Spell some words correctly.</p> <p>Spell some words in a phonetically plausible way.</p>	<p>Numbers</p> <p>Count reliably with numbers from 1 to 20.</p> <p>Place numbers from 1 to 20 in order.</p> <p>Represent numbers.</p> <p>Add and subtract.</p> <p>Solve problems.</p> <p>Shape, space and measure</p> <p>Use measurements.</p> <p>Recognise, create and describe patterns.</p> <p>Describe objects and shapes.</p>	<p>People and communities</p> <p>Talk about past and present events.</p> <p>Show sensitivity to the likes and dislikes of others.</p> <p>Know the similarities and differences between themselves and others.</p> <p>The world</p> <p>Learn in familiar places.</p> <p>Observe and describe environments.</p> <p>Technology</p> <p>Recognise the uses of technology.</p> <p>Use technology for a purpose.</p>	<p>Exploring and using media and materials</p> <p>Sing songs.</p> <p>Make music.</p> <p>Dance.</p> <p>Use tools and materials safely.</p> <p>Being imaginative</p> <p>Use media and materials imaginatively.</p> <p>Represent ideas, thoughts and feelings through design, technology, art, music, dance, role-play and stories.</p>



Early Years Outcomes

The world





Geography

KS1

Aims:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

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<p>Geography is planned using KS1 National Curriculum programmes of study, Geography progression grids. This is to ensure a considered sequence of experiences including subject specific vocabulary, knowledge, geographer skills, ideas and evaluation.</p> <p>Research: Closing the vocabulary gap:</p> <ul style="list-style-type: none"> - Between birth and 48 months, professional parents speak 32 million more words to children than those from disadvantaged families – herein lies the vocabulary gap. - Vocabulary size at 28 months equates to linguistic and cognitive ability at age 8. - Vocabulary at 5 – 7 is a direct predictor of comprehension 10 years later. <p>Rosenshine’s principles in action:</p> <ul style="list-style-type: none"> - Conceptual information initially enters our working memory. Working memory is rather small and only small amounts of information can be absorbed at once. New information is only moved from working memory to long-term memory if we can connect it to knowledge that we already have (our schema). As a result of this, prior knowledge is a major factor in our capacity to learn new information therefore a specific teaching sequence needs to be implemented based upon daily, weekly and termly review. 	<p>9. Independent practice 10. Weekly and monthly review</p> <p>Teaching: Children are taught a range geography skills in explicit taught sessions. A series of lessons will follow a specific teaching sequence that allows children to focus on a specific skill or piece of knowledge, considering the subject specific vocabulary, practising the taught skill, applying the taught skill and evaluating learning using the subject specific vocabulary. Children develop their subject specific vocabulary (generic and content based) through explicit teaching of vocabulary and definitions. Children develop understanding of key concepts and vocabulary through exposure to a range of fiction and non-fiction subject specific texts.</p> <p>Learning Environment: Learning environments and working walls focus on the skills and subject specific vocabulary. Children use these to support their learning and development. Children will access learning in both whole class and small group tasks. The history working wall will mirror the knowledge organiser clearly displaying subject specific vocabulary, which is clearly defined, key facts and reach questioning. Reach questioning enables children to be challenged and ensures teaching and learning is planned and pitched appropriately.</p>	
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Fiction and non-fiction texts are available throughout the provision and key texts are chosen to be a focused book of the week to build vocabulary and knowledge.

Knowledge Organisers :

These provide a clear guide to key vocabulary and facts both to use in school and at home.

Class Learning Journey Big Book :

Regular opportunities to revisit learning through the class learning journey books are planned to recall knowledge and make connections on a regular basis.

Enrichment:

Enrichment opportunities are carefully selected to enhance learning opportunities for children by demonstrating real life contextual understanding of art and design to enable children to become artists.

Resources:

Children have access to a range of geographical resources in order to develop and enhance their art and design skills in line with the geography progression grids. In addition to this, children have access to a wide range of subject specific texts to support key concepts and ideas.

Assessment:

Children are assessed by their use of the subject specific vocabulary (video footage, pupil voice



	and child's use of language), evidence of the making process and evidence of the final piece of work.	
<p>Curriculum:</p> <p>National Curriculum Requirements of Geography at Key Stage 1 Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p><u>Pupils should be taught to:</u></p> <p><u>Location knowledge</u></p> <ul style="list-style-type: none">• 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 <p><u>Place knowledge</u></p> <ul style="list-style-type: none">• 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 <p><u>Human and physical geography</u></p>		



<ul style="list-style-type: none">• 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 o key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		
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