

# Coalway Community Infant School

## Geography Curriculum Intent



### Whole school Vision

- We will nurture our children to become happy, independent, confident and valued individuals who will be able to make healthy, happy relationships with a range of people. They will develop positive personal traits, values and attitudes, which will prepare them for later life experiences.
- We will ensure all of our children experience a broad, rich curriculum, tailored to the unique needs of each individual child.
- Our children will have developed knowledge, understanding and skills across the curriculum by the time they leave us, ensuring that they have the skills necessary for their future success.
- We will focus in particular on supporting the development of our children's early communication and language skills, early reading and early mathematics skills, to accelerate their progress and prepare them for the next stage of their education.
- We will enable our children to believe in themselves and be aspirational, to achieve the highest possible standards and be successful.
- We will help our children develop a love of and enthusiasm for learning, where they are proud of themselves and celebrate everyone's achievement.
- We will care for and support everyone within our 'Coalway family', establish good communication and relationships, and work together to provide the best outcomes for all of our children. We will continue to develop the children's understanding of their belonging within the community and the wider world and strive to develop strong successful partnerships beyond the school.
- We will ensure that all children try new things, perform in a show, learn outdoors, including within our beautiful Forest of Dean setting, have experiences within the local community, visit new places and have the opportunity to learn to swim.
- Our children will leave Coalway Infants with positive, happy memories, having had a wealth of experiences and a range of academic, creative, sporting, cultural and spiritual opportunities.

### Geography Vision

At Coalway Community Infant School, we are committed to delivering a geography curriculum that will inspire our pupils to have a curiosity about the world and encourage them to discover more about the physical and human world. By providing a curriculum based on enquiry and field work, we will deepen the children's knowledge and understanding about places, people, resources and natural and human environments. We aim to develop their skills and knowledge by studying people and places both in their own locality, within Britain and the wider world.

Skills and knowledge have been considered and planned, making links with previous learning.

### How is Geography taught?

#### Geography in the Early Years

Children are taught in line with the Early Years Foundation Stage (EYFS) with particular reference to understanding the world. Development Matters is used as a basis for all geography planning within the early years. Children in YR will be learning to:

#### Describe what they see, hear and feel whilst outside.

Children will be encouraged to make simple observations of the world around them. This will lead into observational drawings and map making. Observations include the school site, Coalway village and the Forest of Dean. Children will discuss if an object is man made or natural.

#### Recognise some environments that are different from the one in which they live.

Children will be encouraged to compare their own living environment to that of someone in another environment. This will include other countries and communities. Children will be encouraged to understand that environments are different and the environment in which we live makes us unique.

### **Draw information from a simple map.**

Draw children's attention to the immediate environment, introducing and modelling new vocabulary. Familiarise children with the name of the road, and or village/town/city in which the school is located. Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.

### **Recognise some similarities and differences between life in this country and life in other countries.**

Teach children about places in the world that contrast with locations they know well. Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see. Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live etc.

### **Geography in KS1**

The KS1 curriculum is based on the National Curriculum. Geography objectives are planned, progressively throughout the academic year. Long term planning ensures complete coverage and progression in skills and knowledge. This features map and atlas work. Where appropriate, geography skills and knowledge are also taught during the history curriculum unit.

Each lesson has clear objectives. SEND pupils are taught as part of whole class teaching supported by modelling and scaffolding. A range of sources and approaches e.g. videos, maps or experiences, are used to introduce new aspects within the learning. English and maths skills are applied in geography lessons when appropriate e.g. extended writing or data collection and presentation.

### **Enriching our curriculum**

Trips and visitors are planned to engage pupils in learning e.g. YR will draw maps as part of outdoor learning and to find out more about Coalway, Y1 and Y2 will use maps and compass directions in local walks, Y2 will visit the beach.

### **Why Geography is taught in this way?**

EYFS: Children are taught through child-initiated and adult led learning in line with the Early Years Foundation Stage (EYFS). The foundations for adult led learning stem from Development Matters, in particular Understanding of the World. Discussion and real-world experiences help children develop an understanding of place linked to their own locality. Maps, photographs, aerial photographs, videos, pictures and books can provide a model for learning. Children are encouraged to be inquisitive and to ask questions about their wider world, this in turn encourages a love of learning.

KS1: We aim to stimulate children's interest in their surroundings through experiences, e.g. fieldwork, enable the children to practically develop an understanding of their locality and put basic skills into practise. The teacher models' skills of enquiry, questioning, use of sources etc.

### **How does Geography meet our curriculum intent?**

#### **Cultural Capital**

**Raising self-esteem/self-confidence:** Whole class teaching ensures that all children feel valued. A 'can do' attitude is promoted throughout all lessons.

**Focus on the core skills of reading/writing/maths:** An expectation that there are opportunities to complete extended pieces of writing in geography across the school. Spelling of basic vocabulary for ARE, is identified in

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all written work. Maths is linked when teaching data collection.

**Developing speech and language:** Sources, books and questions encourage children to access and use a range of vocabulary effectively. Opportunities for paired talk, class discussion and feedback are built into teaching. Questioning by teachers, using age appropriate vocabulary, with the expectation that the pupils respond in full sentence responses.

**Raise aspirations and set high expectations** - A 'can do' attitude is adopted in all sessions and the belief is that everyone can achieve and succeed in geography. Children are encouraged to persevere and learn from their mistakes and misconceptions.

**Develop life skills/social skills** - Trips and opportunities to visit other places, not only enable first-hand experiences but importantly models to children how to behave and conduct themselves in an appropriate way. Learning about other countries, cultures and traditions is key to children developing a wider world view.

### Golden threads

- Study beyond our locality to begin to understand diversity
- Visit cities, coastal regions to expand their understanding of the world
- Listen to visiting speakers to begin to understand beyond their environment

### Subject Leader driver 2023 -24

- Introduce Geographical Association and Digimap resources to improve our curriculum
- Professional development to improve teachers' knowledge and skills
- Monitor teaching and learning to improve pupils understand
- Monitor and assess the attainment of pupil work