Challenge, Equality & Opportunity

Geography

Whole School Curriculum Intent:

We can build knowledge and skills	We are creative	We are resilient	We understand ourselves and each Other
 We strive for all of our children to have competency in the basic skills of reading, writing, maths and communication to underpin their learning, give them access to the broader curriculum and build their confidence as learners. We want our children to know more, remember more and be able to do more as a result of every learning experience across the curriculum.	We want our children to be creative in their thinking so that they use their knowledge and skills to solve problems and create new knowledge, skills, thoughts and objects which give them enjoyment and inspire them to take their learning further. 	 We need our children to develop independence and resilience so that they are able to grow as thinkers and learners.	We aim for our children to develop empathy, awareness, respect and tolerance in-keeping with the school's No Outsiders values. We also want all of our children to understand themselves and be ready for the next steps in their education and the wider world. 
What does this look like?			
Achieve well in reading, writing and communication, including being at the age related expectation in early reading and phonics. Can build on previous learning. Can access new learning experiences. Value and enjoy success in the core subjects. Choose reading and use reading effectively. Apply maths, reading, writing and communication across the curriculum.	Reflect, adapt and develop ideas. Explore concepts. Make links across the curriculum. Ask questions and are curious. Use initiative. Hypothesise and generate ideas Communicate learning. Direct own learning through range of skills. Can argue and use evidence.	Bounce back and try again. Try new things and take risks. Manage their own things, time and learning as appropriate. Engage with extra-curricular activities. Solve problems through perseverance. Work towards a goal.	Listen to others. Can work in a group and cooperate with others. Assess own success and learning. Take turns and are patient. Use manners and are polite in interactions with everyone. Can manage emotions and support others. Show respect. Are kind and begin to show compassion. Can follow the Golden Rules. Can express themselves.

Geography Intent

We can build knowledge and skills

Provide a geography curriculum that inspires a curiosity and fascination about the world and its people.

Develop a deepening knowledge of the interdependent nature of key human and physical processes that shape the Earth.

Learn about the location of globally significant and diverse terrestrial and marine places, people, resources and natural and human environments and how these provide a context for understanding of human and physical processes.

We are Creative

Collect, analyse and communicate with data and knowledge gained through fieldwork experiences, to share and deepen knowledge about geographical processes.

Interpret sources of information such as maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

Make connections between learning to further develop our understanding of the interdependent nature of physical and human processes.

We are Resilient

Use a wide vocabulary of appropriate and accurate geographical terms.

Communicate geographical learning in different ways such as use of maps, numerical and quantitative skills and writing at length.

Ask and answer questions with confidence drawing on geographical knowledge.

We Understand Ourselves and Each Other

Develop their understanding of the world by learning about the processes that shape the Earth.

Work collaboratively to develop their fieldwork skills, develop communication and critical thinking skills.

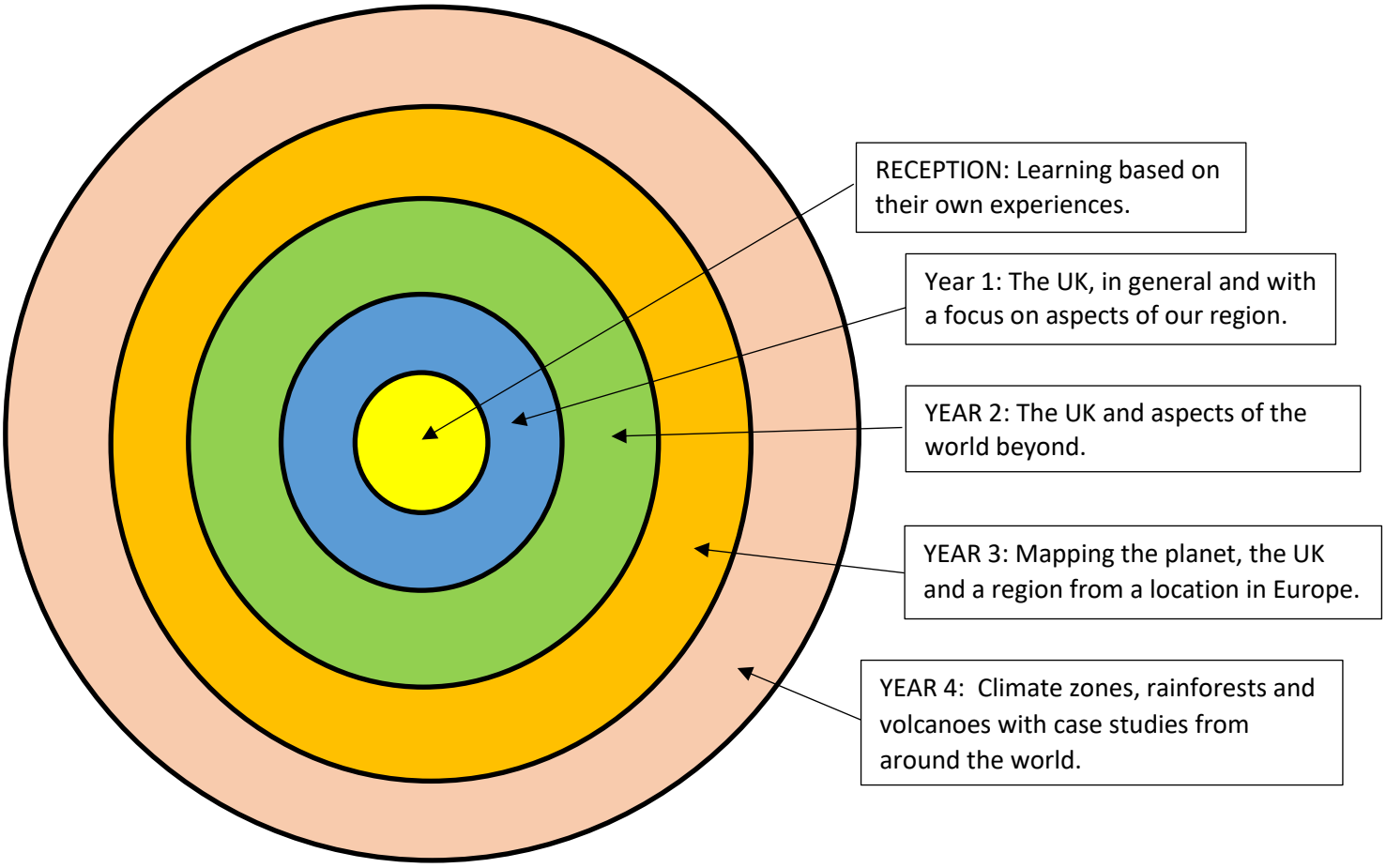
Begin to understand spatial variation and change over time in relation to the processes that are studied.

Geography Implementation

The Havannah Geography Scheme of Work aims to make use of our local area as far as practicable in order to make learning meaningful and relevant to our children, based on the region of the UK and world in which we are located. It is also important to ensure that fieldwork opportunities also contribute to the Scheme of Work. The location of our school provides a range of environments for the investigation of some physical and human environmental processes. This is, however, at a small scale, and while important to provide these experiences, it is also essential that knowledge of human and physical processes taking place at a larger scale is developed.

Key knowledge and skills are identified for each year group. It should be noted that the National Curriculum for Key Stage 2 has been distributed between first schools and the middle schools within the Gosforth Schools Trust to ensure that all requirements of the National Curriculum are covered by a child on a typical pathway through schools in the Trust.

OUR APPROACH TO GEOGRAPHY



GEOGRAPHY IN THE EARLY YEARS FOUNDATION STAGE

The Geography elements of the Early Years Foundation Stage are taught through the 'Mathematics' and 'Understanding the World' strands of the EYFS Framework. These are detailed below:

Three and Four Year Olds	Mathematics		Understand position through words alone. For example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like "in front of" and "behind".
	Understanding the World		Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Understanding the World		Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live.
ELG	Under-standing the World	People, Culture and Commu-nities	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.
		The Natural World	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.

DISCIPLINARY KNOWLEDGE

This term refers to knowledge of how geographer investigate the past, and how they construct geographical knowledge and findings to share with others. This knowledge can be transferred across aspects of Geography that are learned about while attending Havannah First School, but it can be further developed and applied to their learning beyond our school. The geographical concepts identified in the National Curriculum and on which we focus at Havannah First School are:

Locational Knowledge	Place Knowledge	Human and physical geography	Geographical skills and Fieldwork

SUBSTANTIVE KNOWLEDGE (STICKY KNOWLEDGE)

This term refers to knowledge about the aspect of geography being studied, 'factual knowledge' that is learned while investigating a particular aspect of our world that is covered by a year group. This could be considered as a 'set' of facts about a geographical area that could be learned and recalled by a child. We refer to this as 'sticky knowledge' to reflect the intention that this is learning information that can be recalled at a later date. Below is the outline of the substantive knowledge that is covered in Havannah First School.

In EYFS:

Maths

Following WRM Schemes of learning Supplemented with Numicon schemes of learning and NCETM mastery plans and resources

Number

Numerical Patterns

EYFS Statutory Educational Programme:

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WRM- Just like me! It's me 1,2,3! Key times of the day Singing number rhymes and songs Counting - during routines such as lining up, counting dinner choices Count objects, actions and sounds	WRM- It's me 1,2,3 (cont.) - Representing 1, 2 and 3 -Comparing 1, 2 and 3 -Composition of 1, 2 and 3 Light and Dark -Circles and triangles -Shapes with 4 sides -Time – Night/Day	WRM- Alive in 5! -Introducing zero -Comparing numbers to 5 -Composition of 4 and 5 -Compare Mass -Compare Capacity Growing 6,7,8 -Exploring 6,7,8 -Making pairs -Combining 2 groups -Length. Height -Time	WRM- Growing 6,7,8(cont) -Consolidation from last term Building 9 and 10 -Exploring 9 and 10 -Comparing numbers to 10 -Bond to 10 -3D Shapes -Exploring and making paterns	WRM – To 20 and beyond -Building numbers -Exploring numbers beyond 10 -Counting patterns beyond 10 -Spatial reasoning -Matching, rotating, manipulating First, then, now -Adding more -Taking away -Spatial reasoning -Compose, decompose	WRM- Find my pattern -Doubling -Sharing and grouping -Even and Odd -Spatial reasoning -Visualise and buid On the move -Deepening understanding -Patterns and relationships -Spatial reasoning -Mapping

Understanding the World Experiences
Split into Past/Present, The Natural World and People/culture/Communities
Not limited to just these. Will be regularly reviewed depending cohort and will be flexible to react to child interest and events

Understanding the World

Past/Present

EYFS Statutory Educational Programme: EYFS Statutory Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Studying our families and ourselves Our past – old/young – Exploring concept of who is old and what life was like Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Guy Fawkes: compare and contrast character from stories, including figures from the past. Remembrance Day – Historical (past events) Maggie Aderin-Pocock – Space - British space scientist and science educator – Significant people	Explorers Past and Present - David Attenborough and Ernest Shackleton Superheroes – Past/Present - Mary Seacole	People who help us - Farmers past and present – machinery changes etc. People who work during the day/night – firefighters, doctors, nurses – Historical – Florence Nightingale – Present Day nurse.	Look at lives of significant people e.g. Jane Goodall, David Attenborough, Joy Adamson, Chris Packham, JB (Down on the farm), Hamza (Let's go for a walk) What did they do? How did they raise awareness of conservationism? Begin to make sense of their own life-story and family's history (Studying baby pictures – growth)	TT - How has life changed e.g. Jack and the Beanstalk vs now – Jack kept a cow etc Who lived in castles? What were castles for? Pirates - How life has changed – boats, clothes Why did we have pirates? Finding out about famous pirate figures

UTW –The Natural World	Autumn changes (Seasonal change) Leaf study – Autumn bags Studying different leaves, twigs and other found objects Looking at maps of local area – My house and My School Where do I live? Where is my school? What is it like here?	Gravity: Rocket Launching Bubbling magic potions Fire Safety/Sparklers Day/night – linked to space Maps: Can I draw a map of my journey to the postbox? (Santa letters) Space: What do I know about the Earth? Where are countries that I have visited? What is it like on the moon? How is it different to Earth? How do day/night views of the Earth from space differ? Why?	Winter weather (Seasonal Change) changes Studying frost, snow, ice. Ice experiment: How can we make ice? How can we melt ice the quickest? How does the environment differ to now? What is the weather like now? How has it changed? What do I need to wear? Here and in Antarctica? Explorers – Contrasting maps of Antarctica and where we live. What different? Why?	Spring – New Life – Animals. Changing seasons – what happens on a farm at different times of the year Farm – Where does food come from? Link to healthy eating Maps : Difference between town and countryside. Where we live and farm? Duckling Hatching Programme – Life cycle of a duck	Growing plants / flowers: sunflower competition, growing a bean in a bag. Drawing plants and flowers Maps : Link to story 'What the Ladybird Heard'	Exploring the seas/maps: Where are the seas and oceans? What's it like at the seaside? What's like on an island? What features can I see? What symbols can I use on a map? Seasonal change: What is the weather like now? How has it changed?

UTW – People, culture and Communities	What makes people special? Who is special to me? What is a religion? What does it mean to belong? Which groups do you belong to and how do they give you a sense of belonging? Why is belonging to a faith community important to some people? How do believers show they belong to a faith community?	What is Christmas? Who celebrates it? Why do people celebrate Christmas? What is the Christmas story? How do people celebrate Christmas? What is a celebration? What do I celebrate? Does everybody celebrate the same things? What is the same about our celebrations? What is different about our celebrations? What stories are linked to celebrations?	What is a role model? Superheroes are all around us! Teachers, police, paramedics, doctors – arrange visits into school to talk. What is a harvest festival and what is it for? How and why does our school celebrate Harvest? What is the Jewish festival of Sukkot about?	Recognising that people have different beliefs - Easter What changes in spring? What symbols are linked to Easter? Why is Easter special to some people? What is the story of Easter? How do Christians feel at Easter? How do people celebrate Easter? Why is it important to show thankfulness? What are you thankful for and to whom, and how should you show gratitude?	What is this habitat/environment like? How is it different? What are its features? What is it like to live here? What is friendship? What are the qualities that make someone a friend? Who were Jesus' friends and family? Why was Jesus a friend to children?	Special places: What makes places special? What places are special to you? Why? What special places do you visit? Where are special places in our community? What is a church, synagogue, mosque? Why do people go there?

IN KEY STAGES 1 AND 2

	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR ONE	Where We Live	The Weather	The UK
YEAR TWO	Continents and Oceans	Hot and Cold Places	Contrasting Locality (non-European)
YEAR THREE	Mapping the planet (longitude, latitude, the Equator and the Tropics)	A region of a European country - Greece	Rivers
YEAR FOUR	Climate Zones	Rainforests	Volcanoes

For 2022-23, there is the legacy of a mixed age class in Key Stage 2. For this reason, to avoid repetition in 2023-24, the following substantive knowledge is being learned in Key Stage 2.

KS2 2022-2023	The UK	North America	Rivers

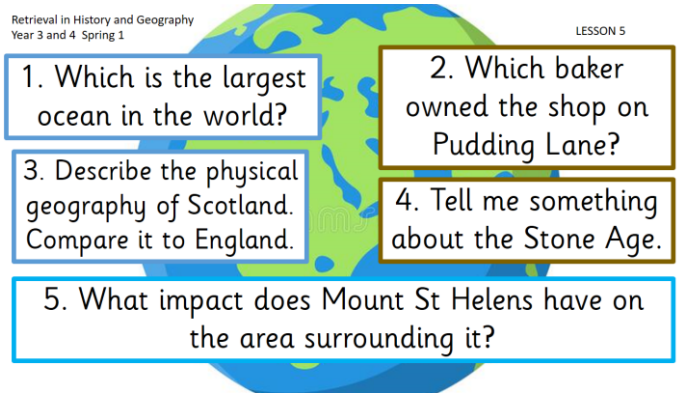
Further detail about the substantive and disciplinary knowledge within the curriculum at Havannah First School can be found on the Long Term Plan for Geography.

The **Progression Map** (see separate document) shows the expected progression through the Disciplinary Knowledge in each year group. This document can also be used to plan support for children who are not working at Age Related Expectations, as teachers can adapt tasks related to the Substantive Knowledge being taught.

RETRIEVAL PRACTICE

At Havannah First School, we recognise the importance of regular retrieval practice to enable children to recall their prior learning – what we refer to a 'sticky knowledge' – whether this was learned in a previous key stage, year group or term. We have introduced and are continuing to develop this at the beginning of each Geography lesson with a series of questions being asked of the children, encouraging them to think back to prior units of learning. This is beginning to have an impact and the children's ability to recall key pieces of information is improving, however we are aware that we are in the early stages of developing this and the full impact of it will only be seen over time.

An example of a slide showing Retrieval Questions used in Key Stage 2:



TEACHING – the Geography lessons.

Geography is taught as part of the continuous provision and as discrete lessons in Reception. In KS 1 and 2, there are three units for each year group, each unit consists of 5 or 6 lessons which are usually taught discretely. It can be taught weekly across three half terms (usually the second half of each term) or some units can be delivered on a history focus day or across several afternoons. We have built in flexibility to ensure that geography is not 'squeezed' out of the busy curriculum and it is taught in the most appropriate way for each year group or class.

Please see Long Term Plan for Geography for more information.

Geography is not usually planned to match other topics in the curriculum but the units can be adapted where natural links form between history and other subjects. There are some 'natural' links with other subjects, especially History, and teachers use these to help the learning become more relevant to the children that they teach. These are highlighted on the Long Term plan for History and Geography. Where additional links are identified, teachers meet with the History lead to discuss this and ensure that any adaptations still include coverage of the Havannah Geography Curriculum.

A Typical Geography Lesson at Havannah First School

Each KS1 and 2 lesson typically follows the following format:

1. Fast recall (retrieval) of the previous lesson's content (knowledge and skills).
2. Setting an investigative question which will be the focus of the lesson, establishing that the question will be answered by completing the learning activities undertaken in the lesson.
3. Introduction to the geographical element in the context of the question being investigated during this lesson. (This may involve use of video, sources of evidence, a presentation or other teacher-led input, or a fieldwork activity in the classroom or an outdoor setting.)
4. Children practising and exploring as they apply and further develop their knowledge and skills in order to formulate an answer to the investigative question.
5. Evaluation learning and formulation of an answer to the investigative question set at the beginning of the lesson.

Lesson structures can vary to suit the content and the objective.

Children will largely work within the classroom setting, with educational visits undertaken at least once in each year group to support the development of the children's knowledge. Examples of possible visits are included as part of the Long Term Plan.

Vocabulary is built upon and used in each lesson. Expectations of the vocabulary that is expected to be learned and used is also included as part of the Long Term Plan.

SOURCES OF SUPPORT, INFORMATION AND GUIDANCE FOR TEACHERS

www.oddizzi.com
www.geography.org
https://www.geography.com/
https://www.natgeokids.com/uk/teacher-category/geography/
https://www.bbc.co.uk/teach/ks2-geography/zj7p47h
https://www.youtube.com/watch?v=Wg-pFtvsvmo (BBC Teach – the world for KS1 & 2)
https://www.youtube.com/watch?v=kU_SpzWKtqE (BBC Teach – the UK for KS1 & 2)
https://www.youtube.com/watch?v=GxTqLAJ6u58 (BBC Teach – maps for KS1 & 2)
https://www.youtube.com/watch?v=EUv2lD7031c (BBC Teach – city, town and village for KS1 & 2)