

Intent:

At Banks Road school, the intent of our Geography curriculum is to inspire children's curiosity and fascination about the world around them. We believe that by providing children with opportunities to explore, investigate and make connections between people, places, and environments, we can develop their understanding of both human and physical geography. Our approach to geography enables our children to appreciate different cultures and ways of life, whilst developing respect for their environment and understanding the need for sustainability.

SEND CHILDREN –Pupils with SEN make good progress in Geography. Key skills in Geography are learnt and revisited through different projects to enable the development of these skills. The subject of Geography helps to develop and enable skills such as communication to be applied by in practical ways.

Implementation:

To achieve our intent, we have carefully planned a curriculum that enables children to explore different topics in geography through a range of engaging and practical experiences. We provide a range of mapping and fieldwork activities in which children can gain first-hand experiences of different environments through using maps and globes, and through fieldwork in which they can compare their local area to other places in the world. We also provide ICT opportunities to enhance their understanding of the world through Google Earth.

SEND CHILDREN – We consider any barriers to learning so that all children can take part and learn in the same way as their peers. For some activities, a “parallel” activity may need to be provided so that they can work towards the same objectives as their peers but in a different way. It may be necessary to provide specialist equipment, adapt room layouts, utilise support staff and allow additional time for tasks.

Impact:

Our children are knowledgeable about a range of places, both nationally and internationally. They have developed an understanding of how decisions made by people can impact the environment, and they are keen to take action to improve the world around them. They have respect for the diversity of the world, and they understand how cultures and traditions vary in different parts of the world. Our children have had the opportunity to expand their skillset and abilities in mapping and fieldwork, allowing them to show specialised knowledge within these areas of geographical study.

SEND CHILDREN –Children enjoy the practical application of their ideas. Plus, their personal engagement with the task improves attention span, patience, persistence and commitment. All children at Banks Road care about the world they live in and want to help to look after it.

Substantive and disciplinary knowledge

Substantive knowledge In the context of geography education, substantive knowledge refers to the specific, factual content that geographers learn and use to understand the world. It encompasses the "what" of geography, including locational knowledge, place knowledge, and the processes that shape the Earth. This knowledge is often organized into four interrelated forms: locational knowledge, place knowledge, human and physical processes, and geographical skills.

- **Locational Knowledge:**

Understanding the location of places, countries, and features on Earth.

- **Place Knowledge:**

Understanding the characteristics and significance of specific places, including their physical, human, and cultural features.

- **Human and Physical Processes:**

Understanding the processes that shape the Earth's surface and the interactions between humans and the environment.

- **Geographical Skills:**

Developing the skills needed to analyze and interpret geographical information, such as map reading, fieldwork, and data analysis.

Disciplinary knowledge The curriculum is designed to allow pupils to see that geography is a dynamic subject where thinking and viewpoints change. In developing pupils' disciplinary knowledge, teachers' plans allow pupils to: • take a holistic view of the content studied • establish whether the geographical questions posed, the methods used, and the answers found are valid • recognise the interconnectedness of different geographical content • appreciate what it means to be a geographer by asking geographical questions such as • 'why is this place like this?', • 'how is this place changing?' and • 'how are other places affected?'

Disciplinary knowledge ensures that pupils appreciate the context in which substantive knowledge was generated. This helps pupils to appreciate context and the perspective from which knowledge was created, different standpoints and how views have changed as time has moved on.

Procedural Knowledge Procedural knowledge in geography refers to the skills and abilities needed to "do geography," like conducting fieldwork, analyzing data, and using geographical tools. It's about knowing how to perform geographical tasks, rather than just knowing about geographical concepts.

- For Example - **Using a compass to navigate:**

This involves both knowledge of how a compass works and the ability to use it effectively.

- **Interpreting a map:**

This involves understanding map symbols, scales, and projections.

- **Conducting a survey:**

This involves planning a survey, asking appropriate questions, and analyzing the data.

- **Using Geographic Information System software:**

This involves understanding how GIS software works and using it to analyze spatial data.

Vocabulary is crucial to academic success for our children. Tier 3 vocabulary is mapped out throughout our curriculum in order to ensure progression and ambition.

The understanding of knowledge has been carefully sequenced to build year-on-year. This is clearly outlined in our **progression of knowledge and threads of learning planning**.

Our **Sticky Knowledge** for History outlines the key knowledge that we want our children to know and remember from each unit of work. This incorporates key vocabulary, knowledge, key questions and evaluating historical artefacts. **Retrieval** is built into every lesson and **spaced retrieval** each term using the learning wall and sticky knowledge books.

EYFS

Understanding the World: Geography in EYFS is primarily taught through the "Understanding the World" area, which encourages children to explore, observe, and inquire about their surroundings.

Making Sense of the Environment: Children are supported in making sense of their physical world, including their immediate surroundings, local community, and beyond.

Exploring and Observing: Opportunities are provided for children to explore both indoor and outdoor environments, observe natural phenomena, and discover human features.

Developing Geographical Concepts: Children begin to develop an understanding of key geographical concepts such as place, space, scale, environment, interconnections, and change, through observation and exploration.

Connecting with Other Areas of Learning: While geography is located within "Understanding the World," it also connects with and is supported by other areas of learning in the EYFS curriculum. For example, when creating a map of their route to school, children are also developing their communication, mathematical, and creative skills.

Component Plan

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<u>EYFS 1</u>			Changes in our Environment	Our local area	Our wider world	
<u>EYFS 2</u>			Our local area	Changes in our Environment	Our wider world	Contrasting localities
<u>Year 1</u>		Contrasting localities	Changes in our Environment	Our wider world	Our local area	
<u>Year 2</u>	Changes in our Environment		Our wider world	Contrasting localities		Our local area

Geography

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Progression of Knowledge and Threads of Learning

	THREADS OF LEARNING Highlighted text links to the same knowledge thread of the same colour across year groups			
FS1	1. Our Local Area: Where do people live? Who I live with. Where do I go to near my house? How do I get to places near my house?	2. Our Wider World Learn about a different country and know what country we live in.	3. Changes to our environment What is the weather like today? What will I need to go outside today?	
FS2	1.Our Local Area: What type of house do we live in? Who do we live with? What else is near our house? What is a map? What is it used for?	2.Our wider world Global week – learn about a different country and know how it is different to where we are.	3.Changes to our environment What is a season? How many seasons are there? What are the seasons?	4. Cold places What is it like to live in a cold place? How do animals and people live there?
	Substantive Knowledge Threads: Name the human and physical features where we go to school. Know that a map shows where things are. Disciplinary Knowledge Threads: Use mapping skills to create a plan of our school grounds.	Substantive Knowledge Threads: Know that we live in the UK. Know there is more than one country in the UK. Disciplinary Knowledge Threads: Use a map to show where things are.	Substantive Knowledge Threads: Know what a season is and features of that season eg Spring Disciplinary Knowledge Threads: Collect objects/images to represent a season eg conkers in autumn	Substantive Knowledge Threads: Know where the polar regions are on a globe. Know what climate change is doing to the polar regions. Know some things that cause climate change. Disciplinary Knowledge Threads: Think of changes we can make to help protect our world.
YEAR 1	1.Our Local Area: Where do we go to school? Where do we live? How do we read maps and plan routes?	2.Continents and Oceans What can we find out about the world?	3. Seasons How does the weather change? What are the seasons?	4. Local to Global How can we identify special places?

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	Substantive Knowledge Threads: Know the features around us and which are human and which are physical. Know that aerial photos and maps show us the features of our school and the local area. Disciplinary Knowledge Threads: Plot the human and physical features we see around us on a map.	Substantive Knowledge Threads: Know what a continent is. Know the names of the 7 continents. Identify a continent by its shape and size. Disciplinary Knowledge Threads: Locate at least 3 continents on a map of the world.	Substantive Knowledge Threads: Know how the seasons affect the weather. Know the names and order of the seasons. Disciplinary Knowledge Threads: Take photographs, draw pictures, make models, or add information to maps to record what they notice	Substantive Knowledge Threads: Know places have features that can be named or described. Know places can be located using maps, globes, or atlases. Disciplinary Knowledge Threads: Make connections about what a place is like and the activities that are possible there. Use labels or captions to share opinions of a place Know about the effects of climate change in the countries studied
YEAR 2	1.Our Local Area: Why is it special?	2. Hot places and Cold places Where are they and what are they like?	3.The UK and its capital cities What kind of places are they?	4.Contrasting locality What is it like to live in.....
	Substantive Knowledge Threads: Describe the human and physical features in the local area and jobs that people do there. Describe where a place is and how to get there using the address, maps and geographical vocabulary. <i>Know how to draw symbols in an aerial view</i> Disciplinary Knowledge Threads: Make a map of local area including a key. <i>Create an aerial view map of the playground using symbols and a key</i>	Substantive Knowledge Threads: Know what the oceans and continents of the world are. Know some features of different continents eg Africa is mainly hot because it is on the equator. Disciplinary Knowledge Threads: Locate the oceans and continents of the world.	Substantive Knowledge Threads: Know some of the features of a country in the UK eg Wales Know some human and physical features of a capital city in the uk Disciplinary Knowledge Threads: Locate the capital cities of the uk on a map. Plan a 'day out' in the capital city studied.	Substantive Knowledge Threads: Know some features of a country that is different to England eg Jamaica/Tanzania or Russia/Greenland Know where these places are on a globe/map/atlas Know the effects of global warming in countries studied. Disciplinary Knowledge Threads: Compare similarities and differences between 2 contrasting localities. Compare facts and opinions about different localities.

Sticky Knowledge/Retrieval

Sticky knowledge refers to key information that is not only well understood but also easily retained and recalled over time. This concept is crucial as it enhances pupils' ability to apply their knowledge in varied contexts, facilitating deeper comprehension and long-term retention. It incorporates key vocabulary, knowledge, key questions and considerations.

Sticky knowledge combines a variety of methods to support pupils' retention: immediate retrieval, short term memory and spaced retrieval; each method playing a significant part in the children's memory and ability to retain key learning, knowledge and skills.

At Banks Road sticky knowledge tasks are planned thoroughly to ensure appropriate coverage of all wider curriculum subjects and the units and key learning within them.

In Foundation Stage time is set aside at the beginning of each session to focus on previous learning and there are sessions each day to focus on sticky knowledge tasks, primarily through their use of floorbooks and learning journey walls.

In Key Stage One retrieval is built into the start of every lesson and spaced retrieval is planned each half term using the learning walls and daily retrieval discussions.

ASSESSMENT CRITERIA

EYFS	
Our Local Area • Name some features of our area • Know that a map shows where things are	Our Wider World • Know there are countries around the world that are different to the UK
Changes in Our Environment • Know what a season is and some features of that season	Contrasting localities • Know that there are things people do that makes the world change eg picking litter/climate change
YEAR 1	
Our Local area • Know some human and physical features of our local area.	Our wider world • Know the names of the seven continents • Know people in the past have done things to change the structures
Changes in our environment • Know name and order of the seasons	Contrasting localities • Know where the polar regions and the equator is located using a globe or atlas

- Know how the seasons affect the weather

YEAR 2**Our local area**

- Know where a place is in our community and describe how to get there

Changes in our environment

- Know the countries of the UK and how the weather is changing

Our wider world

- Know the oceans and continents of the world

Contrasting localities

- Know some features of a country that is different to England