



NETHERTON INFANT & NURSERY SCHOOL
SUBJECT ON A PAGE
Geography

Like other subjects, knowledge in geography can be organised into two forms – ‘substantive’ and ‘disciplinary’. Disciplinary knowledge is used when pupils consider where geographical knowledge originates, and how they can learn the practices of geographers. Substantive knowledge sets out the content that pupils will learn. In geography, this has followed the split seen in the national curriculum: locational knowledge, place knowledge, environmental, physical and human geography, geography skills and fieldwork. At Netherton Infant and Nursery School, we want all our pupils to understand the world, its environments and places near and far and the processes that create and affect them. We teach children to be analytical by accessing geographical concepts through a variety of learning experiences including opportunities to investigate the locality of the school and interpret information from a range of sources. We want to inspire our pupils to be curious about the world around them, equipping them with knowledge about places, people, resources and environments, together with a deepening understanding of the earth’s key physical and human processes. Geography at Netherton is designed to develop the child’s ability to observe and find patterns in observation, raise questions, experiment and investigate reason systematically and logically, solve problems and communicate their ideas with one another. Our geography curriculum will develop knowledge and skills that are progressive, as well as transferable. We want our children to have a sense of place and understanding of how the world around them works!

<p align="center">INTENT The aims of the teaching</p>	<p align="center">IMPLEMENTATION How the teaching is structured/sequenced and assessed</p>	<p align="center">IMPACT What knowledge & skills are gained</p>
<ul style="list-style-type: none"> • We aim to provide the opportunity for children to discover an interest in geography and develop their understanding of the world. • We aim to provide and encourage the opportunity for all children to have the skills required to be a geographer. • Our geography curriculum aims to encourage children to develop coherent knowledge and understanding of their own locality, Britain and the wider world. • We aim to provide opportunities for children to complete practical activities and have first hand experiences to support their developing understanding of geographical knowledge, concepts and vocabulary. We build in fieldwork studies and invite visitors into school where appropriate. • We aim for our children develop their natural curiosity by equipping them to think critically, analyse and raise questions. • We aim to equip pupils to compare and contrast landscapes, locations and cultures, develop locational knowledge and skills. • We aim to give children opportunities to explore and reflect on key issues and develop a sense of place. 	<p>Geography is taught in blocks throughout the year, so that children can achieve depth in their learning. We follow a clearly sequenced and progressive programme of study based on the National Curriculum and EYFS framework. Building cultural capital of all children through the exploration of the local, national and global environments, is a focus of our geography curriculum, to enhance what the children already know and would like to explore.</p> <p>Children are given opportunities to develop a range of geography skills: to use fieldwork, observation skills, to use first hand experiences and a range of sources including maps, globes, atlases.</p> <p>We use cross curricular links where possible to enhance knowledge of geography and the transferring of skills. As part of our focus on oracy, we use strategies such as talk tubs, role play, and focus on discussion. Subject specific vocabulary is progressively taught across the school and a focus of each lesson.</p> <p>Geography is assessed in a variety of ways: weekly quizzes and end of topic reviews focus on the recall of ‘sticky learning’. Book/floor book trawls, informal learning walks and pupil interviews are conducted to assess attainment and enjoyment.</p> <p>Enhancements are made for more able pupils through ‘challenges’ and SEND pupils supported through pre-teaching and bespoke activities where appropriate.</p>	<ul style="list-style-type: none"> • By the end of KS1, children should develop knowledge about the world, the United Kingdom and their locality. • Children should understand basic subject specific vocabulary and geographical terms. • Children will begin to have a good understanding of where they live and make links and comparisons between the topics and locations they explore. • Children are confident to talk about their learning in geography using appropriate and technical vocabulary relating to human and physical geography. • Pupil voice will show that children enjoy geography, are able to recall their learning over time and are inspired to know more about the world they live in. • Children’s learning in floor books and topic books demonstrates the progression of key skills, knowledge and vocabulary. • Children can use a range of geographical resources with increasing confidence: compasses, maps, globes, photographs and artefacts.