

CROOKHAM CE (A) INFANT SCHOOL

GEOGRAPHY

At Crookham Infant School we aim to make learning irresistible so that as Team Crookham we all develop the life-long learning habits of resilience, resourcefulness, reflectiveness and reciprocity through exploring together the loving invitation of Jesus to 'live life in all its fullness' John 10:10.

Our vision stems from our Christian foundation and is firmly rooted in our values: Love God, Love Others, Love Learning.

This document is a statement of the aims, principles and strategies for teaching and learning Geography at Crookham Infant School.

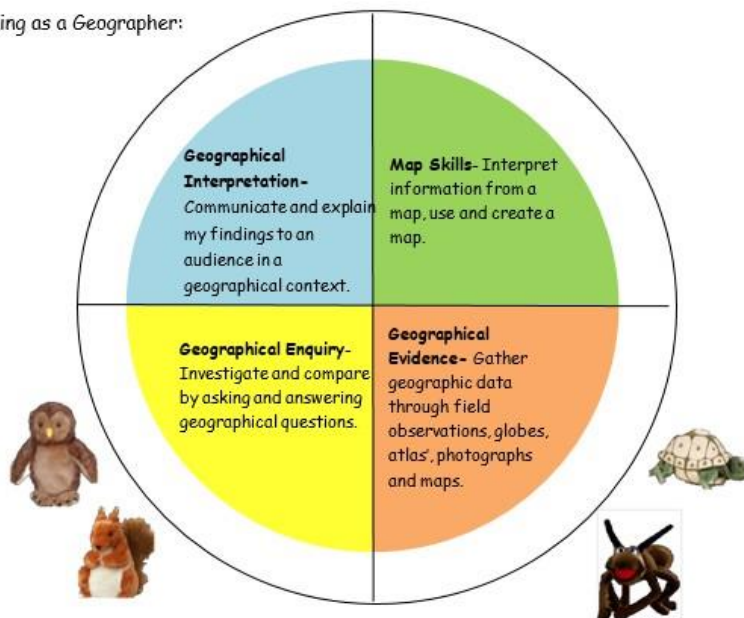
Introduction

At Crookham Infant School we believe that Geography plays a pivotal role in nurturing our children to become curious, considerate, well-rounded citizens. This goes beyond our immediate Team Crookham community as we strive to cultivate global citizenship among our students. When studying Geography our pupils are encouraged to 'Work as a Geographer'. This means making explicit the disciplinary knowledge and skills required in order to foster a deep, contextual understanding of the world they live in. Links are made between the subject specific skills of a Geographer and our core learning habits reflection, resourcefulness, reciprocity and resilience so that pupils are well equipped for the next steps in their education. Children develop an understanding of key substantive concepts (maps, location, place, physical, human and climate) that act as threads throughout the geography curriculum from the beginning to the end of the pupils' primary education. As they progress through the school, their substantive knowledge builds and they know more, recall more and can do more. Our pupils will grow in understanding the practices of geographers, as well as gaining the knowledge to enable them to become global citizens who have a curiosity and fascination with the world and its people. This will remain with the children, equipping them well for further education and life beyond. Through considered learning journey's and high quality outcomes enhanced by class Floor Books, our pupils take pride in their work as Geographers, demonstrating in reflective talk that they know, recall and can do more.

Aims

When working as a Geographer, our pupils develop specific knowledge and skills, making links to the learning habits of reflection, resourcefulness, reciprocity and resilience. Our pupils are encouraged to ask and answer questions about location, place and the environment like Owl, use geographical skills and fieldwork to gather information like Squirrel, to explore community like Ant and to draw all that learning together into high quality outcomes, through resilience like Tortoise. At Crookham Infant School we teach Geography in blocks planned to ensure thoughtful sequencing of sessions so that learning has clear progression through knowledge, vocabulary and skills. Our Geography curriculum plays an important part in implementing our School Vision so that we learn to celebrate the uniqueness of individuals (with all their diversity and difference) within the joyful inclusive community which is Team Crookham.

Working as a Geographer:



The Teaching of Geography

We teach the National Curricula for Early Years Foundation Stage and for Key Stage One. We do not follow a particular scheme of work for materials or rate of coverage, but our curriculum has been informed by national guidelines for Geography, our schools individual characteristics, and recent research into high quality Geography teaching. Geography planning for each year group at Crookham Infant School builds on prior skills, knowledge and vocabulary so that children develop a strong foundation of understanding of abstract concepts and vocabulary, which will support them for their next steps in learning. Our progression documentation shows the coverage of Geography within each year group and the progression of disciplinary knowledge. Each block of learning (taught either half termly or termly in KS1) has a topic sheet which outlines the intended learning, four pieces of core knowledge for that unit and the specific vocabulary that will be taught along with definitions.

Delivering Geography

Geography learning at Crookham will typically include:

- An exciting 'Hook' or rich text is used to get children enthused and to commence the line of enquiry.
- Activating our learning habits - Owl, Squirrel, Ant or Tortoise to decide how prior learning, knowledge and skills will help us form a strategy to tackle this task or answer historical questions.
- Retrieval Activities (Reflective Owl time) to ensure core knowledge is sticking and any gaps are identified.
- Opportunities to work collaboratively as Team Ant, listening and valuing others' ideas and interpretations of Historical content.
- Working independently or as a team to produce high quality learning outcomes; outcomes in Geography range in how they are presented and this is represented in our class Floor Books.
- Geography is used as a vehicle for cross curricular learning and links are often made to Literacy or to RE/British Values for example when considering our role as a Global Citizen.
- Revisiting of concepts in different contexts to deepen understanding.
- Marking/Feedback allowing children to correct and go deeper in their learning.
- Use of hands-on resources to help inform understanding of the world they live in. To encourage questioning, collaboration, comparisons, interpretations.
- Identifying children who would benefit from further support, breaking a concept into smaller steps, providing additional scaffolding in resource or time, and removing this scaffolding when confidence and independence can be achieved.
- Looking at a well understood concept in a different context, applying different reasoning to embed deep understanding in long term memory.
- Addressing misconceptions, self or peer review, assessing the learning within the session and where it fits within the larger unit of learning.
- Intervening to address the misconception or fill a gap before moving on.

Targets/Tracking

At Crookham Infant School we layer targets in Mathematics:

- Whole School target on School Improvement Plan or Raising Attainment Plans
- Cohort targets
- Group targets/ individual targets
- ILP targets

Each cohort tracks attainment in Mathematics and uses this information to set targets (as listed above) and amend planning accordingly.

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Moderation meetings are held to support the 'levelling' and 'next steps' process on a termly basis. Termly progress meetings for each year group ensure that children who are making better than expected/ expected/ below expected progress are monitored and intervention is put in place.

Assessment

Assessment is in line with the school's Assessment Policy.

Date of next review: September 2024