

## Geography Vision

### OUR VISION

**From tiny seeds, we grow and learn together.**

Our school vision is inspired by the parable of the mustard seed. When planted and nurtured by a loving community, every seed can grow and flourish.

Our school is like the mustard tree; a place where all are valued and belong.

Our children are like tiny seeds; in good soil they can grow as individuals, ready to branch out and be good news in an ever- changing world.

Our loving community of gardeners enable each unique child to flourish, removing barriers, and supporting growth.

**Little people can do big things through love, courage and joy.**

### OUR VALUES

**LOVE**

**COURAGE**

**JOY**

### OUR BEHAVIOUR PRINCIPLES

**KIND WORDS**

**KIND HANDS**

**KIND FEET**

### CURRICULUM INTENT

We define 'curriculum' as everything our children experience as they journey through our school, so that they become children who:

Learn and play with joy

Approach life and learning with courage, resilience and independence

Are kind and loving

Are numerate and literate

Can express their thoughts and ideas

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Have high self-esteem and are proud of their own strengths and successes	Has a strong sense of belonging	Can collaborate with others	Are good news for their school and wider community	Recognise how they have grown as a unique individual
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### GEOGRAPHY INTENT

It is our intention that all children will experience a high-quality geography curriculum which inspires a growing knowledge, curiosity and fascination about the world and its people, so that they become children who:

Recognise the role they play as active citizens in the local, national and global community	Explore global and community issues with an increased awareness around a compassionate and sustainable future.	Are competent in using and interpreting a range of geographical resources, including maps.
Use and apply their geographical skills to collect (including through fieldwork), analyse and communicate with a range of data	Acquire geographical knowledge, understanding and skills, through studying local places, the UK and other countries.	Ask questions about location, place and the environment to inspire their natural curiosity about the world and people around them

### GEOGRAPHY CURRICULUM IMPLEMENTATION






We design our curriculum so that it reflects our core values, individual school context and the needs of our children, as well as delivering the statutory requirements of the Early Years Foundation Stage Framework (EYFS) and the National Curriculum. We have made deliberate curriculum choices driven by our curriculum intent.

Learning will be planned and delivered through:	Quality First Teaching (QFT) with appropriate challenge and support	Active and hands-on learning through concrete, pictorial & abstract experiences, inside and outside	Consistent pedagogical approaches based upon Rosenshine's principles of effective instruction (Crookham Toolkit)	Rich oracy opportunities for formal and informal talk	Engaging hooks, carefully planned learning journeys, enrichment and	Ordinarily Available Provision (OAP) which meets individual needs
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					purposeful outcomes	
Learning Animals (BLP 4 Rs)	<b>Reflective Owl</b> Reflectiveness	<b>Resourceful Squirrel</b> Resourcefulness	<b>Tough Tortoise</b> Resilience	<b>Team Ant</b> Reciprocity		
Learning will be organised through	<b>Early Years Foundation Stage (EYFS)</b>					
	Understanding the World					
	<b>National Curriculum (KS1)</b>					
	<b>Geography Subject Content</b>					
	Location Knowledge	Place Knowledge	Environmental, Human and Physical geography	Geographical Skills and Fieldwork		
	<b>Geography Disciplinary Knowledge</b> The disciplinary knowledge and skills needed to work as a Geographer:					
	Geographical Interpretation	Geographical Enquiry	Geographical Evidence (Fieldwork)	Map Skills		
	<i>Answer questions about familiar places Use images and videos to talk about life in other countries Present findings in a geographical context, e.g. using maps or graphs/recording videos</i>	<i>Ask and answer questions Describe their own experiences/observations of the local area Use maps and images to talk about everyday life, e.g. where they live, places they frequent, journeys they take. Use simple features to compare and contrast, e.g. weather, climate, location.</i>	<i>Follow directions Use locational and directional language Use observations and fieldwork skills</i>	<i>Uses maps, globes and atlases Devise a simple map with a key Use aerial photographs and plan perspectives Use compass directions Observe, measure, record and present findings to make comparisons</i>		

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		Talk about human and physical features of places studied.				
	<b>Geography Subject Threads</b>					
	These are key threads that run through our Geography curriculum, they are:					
	Settlement	Location	Place	Climate	Maps	Our World- our role as a Global Citizen
Our School specific components	 <b>Crookham</b> C.E Aided Infant School  <b>Crookham Toolkit</b> ('How we teach here')		 <b>School Library Service</b>		 <b>Oracy Approaches</b>	
	Digimaps / Ordnance Survey / Learning through landscapes  		<b>Trips/Fieldwork</b> Walk to Redfields Basingbourne Park Basingbourne woodland		Visitors Ocean Stars – Sri Lanka  	
<b>CURRICULUM IMPACT</b>						
<b>MEASURING IMPACT</b>						
We draw together evidence from a variety of sources in order to evaluate how well children have learned, remembered and applied the intended knowledge, skills and attributes. These include:						
Reception Baseline Assessment and EYFS outcomes		Summative Assessment				External validation and inspection reports
Observations of children in various	Governing monitoring evidence	Stakeholder Questionnaires	Learning Walks & Lesson Observations	Book Looks		Pupil conferencing

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aspect of school life					
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### Long Term Planning LTP

*See Medium Term Planning MTP for more detail.*

Long Term Planning LTP						
Autumn		Spring			Summer	
<b>Year R</b>	Why are we amazing?	How far can we travel?	Where in the World?	Once upon a time...	How does it grow?	How many legs?
<b>Year 1</b>	Our School (History link)		Hike		Comparative Study – UK, Church Crookham and Sri Lanka ( <i>Ocean Stars link</i> )	
<b>Year 2</b>	Local Area			Comparison Study- United Kingdom and Brazil	Iceland	

### Working as a Geographer at Crookham Infant School

In Geography, the disciplinary knowledge is how the children's knowledge of the world is interpreted and how they understand where geographical knowledge originates. The children will compare and contrast the places they learn about. The children will be given opportunities to draw their own maps, follow directions, read maps and interpret compass points. They will also be expected to comment and ask questions about the world and their local environment. We can breakdown this knowledge into:

Geographical Interpretation	Geographical Enquiry	Geographical Evidence (Fieldwork)	Map Skills
<p>Answer questions about familiar places. Use images and videos to talk about life in other countries. Present findings in a geographical context, e.g. using maps and graphs.</p>	<p>Ask and answer questions about their local area and locations further afield. Describe their own experiences/observations of the local area, other parts of the UK and other countries. Use maps and images to talk about everyday life e.g. where they live, which places they frequent, journeys they take.</p>	<p>Follow directions; up/down, left/right, behind/in front of. Use locational and directional language; near/far, forwards/backwards, straight on, opposite. Use observational (human and physical) and fieldwork skills (compass directions, locational and directional language, simple map reading) to study the geography of their school and the local area.</p>	<p>Explore simple maps and their symbols. Use world maps, atlases and globes to identify the seven continents, The United Kingdom and its countries and Northern Europe. Use appropriate maps and atlases to label or draw their own simple maps. Use compass directions; North, East, South, West. Ask and answer questions about their maps Construct a simple map. Draw a key with symbols. Use aerial photographs and images to help construct</p>

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	<p>Use simple features to compare and contrast locations around the world e.g. hotter/colder, drier/wetter. Talk about physical and human features of places studied.</p>		<p>their own simple maps with basic symbols in a key Talk about their own map, ask and answer simple geographical questions Recognise and locate physical and human features of the local area.</p>
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### Progression in Geography at Crookham Infant School

	<b>Locational Knowledge</b> (name/locate locations, positioning systems)	<b>Place Knowledge</b> connection of location and physical/human geography processes with personal experience	<b>Environmental, Physical and Human Geography</b>	<b>Geographical Skills and Fieldwork</b> (using maps/globes, collecting first hand evidence)
<b>Year R</b>	<p>Know what town and country we live in</p> <p>Discuss routes and locations, using words like next to, in front of and behind</p>	<p>Talk about the area I live in, including the weather etc.</p> <p>Describe another environment/country e.g. desert, Artic</p> <p>Notice a similarity and a difference between life in this country and life in another country</p>	<p>Make basic observations about what they see, using wide vocabulary</p> <p>Identify natural features in the immediate environment.</p> <p>Begin to understand the importance of caring for the world and all living things.</p>	<p>Make observations of the world around thinking about all senses- feel, hear, see, smell, touch</p> <p>Comment on and ask questions about the local environment.</p> <p>Understand what a map is and why they are useful</p> <p>Draw information from a simple map</p> <p>Supported by fieldwork, know some key features of the school environment (e.g. Field, memorial statue)</p> <p>Talk about my own experiences of the world.</p>

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				Create a simple map of a familiar/imaginary area, school, field, bedroom.
<b>Year 1</b>	<p>Understand that a world map shows all the countries in the world.</p> <p>Use a map to locate the UK and some other countries.</p> <p>Name the capital cities in the UK and look at some key characteristics.</p> <p>To name at least two of the world's continents.</p>	<p>To compare the UK to life in another country and explore the similarities and differences between the countries.</p> <p>To study a small coastal area of a country.</p> <p>Make comparisons between geographical features between different places in the UK</p> <p>Ask questions about specific places and environments</p> <p>Create a video/podcast sharing information about a place and make comparisons to the local area/England.</p>	<p>Begin to understand the terms human and physical features</p> <p>Explore human and physical features in our local area.</p> <p>Study the human and physical features of a small area in the UK</p> <p>Use basic geographical vocabulary to refer to physical features - beach, ocean, coast, and human features- e.g. shop, harbour.</p> <p>Compare these features in the context of a coastal area.</p> <p>Identify human and physical features of a given area.</p>	<p>Use aerial images and maps to identify our location within the local area.</p> <p>Use fieldwork and observational skills to study the surrounding area of our school.</p> <p>Complete a simple map using basic symbols in a key.</p> <p>Use and follow simple compass directions.</p> <p>Begin to use compass directions (NESW), locational and directional language.</p> <p>Observe aerial photographs of a key area of the UK.</p> <p>Through maps, videos, conversations, images, identify features of a small part of another country (Sri Lanka)</p>
<b>Year 2</b>	<p>Name and locate the 7 continents and 5 oceans.</p> <p>Name, locate and identify characteristics of the four</p>	<p>Understand the similarity and differences between the UK and Brazil.</p>	<p>Identify and compare daily weather patterns of the UK and a country near the Equator (Brazil).</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>

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	<p>countries/capital cities of the United Kingdom.</p> <p>Locate the United Kingdom and its surrounding seas.</p>	<p>Make comparisons between the UK and a non-European country (Brazil)</p> <p>Can present findings simply using maps and graphs.</p>	<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>To use basic geographical vocabulary to refer to: key human features, including: city, town, and village.</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: hill, volcano, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p>Use aerial photographs and plans to recognise landmarks including human and physical features and routes on a map. Identifying the symbols for these (hill, forest, wood, church, park, river, railway) features on maps.</p> <p>To apply our knowledge of world maps, atlases and globes to the Earth and beyond.</p> <p>Create a map to follow on a walk with consideration of location, scale and details.</p> <p>Apply own knowledge of compass directions to your own map and use it within discussions about your map, including use of directional language.</p> <p>Use a range of maps to explore the local area, finding key locations and feature.</p>
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### Prior Knowledge and What happens Next

Prior Knowledge and What happens Next				
	<p><b>Locational Knowledge</b> (name/locate locations, positioning systems)</p>	<p><b>Place Knowledge</b> connection of location and physical/human geography</p>	<p><b>Environmental, Physical and Human Geography</b></p>	<p><b>Geographical Skills and Fieldwork</b> (using maps/globes, collecting first hand evidence)</p>

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		processes with personal experience		
<b>What happens before:</b>				
<b>Nursery (pre-learning)</b>	Begin to understand a sense of self e.g. where I live, familiar places	Notice features of the world around me	Notice differences between people Explore natural materials, indoors and outside.	Explore and respond to different natural phenomena in their setting and on trips. Use all their senses in hands-on exploration of natural materials.
<b>What happens after:</b>				
<b>Year 3 (Next steps)</b>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography	<p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Understand human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>

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	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)			
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