

Geography Curriculum Statement

Intent

In Geography, at Purbrook Infant School, we aim to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We do this by developing the following key qualities in our children: Diligence, Aspirational, Resilience and Enthusiasm. We provide this through a high quality, knowledge led geography curriculum, incorporating a clear progression of skills and knowledge that is remembered and not just encountered, and a variety of rich knowledge experiences. Metacognition and self-regulated learning are interwoven into every lesson and the Geography curriculum is carefully planned and structured so that previous learning and skills are revisited and developed, using inspiring themes and topics that run through all school years. Children should develop skills in recognising, describing, explaining, comparing and evaluating human and physical geographical elements with a high level of technical vocabulary being accurately used and



applied, as detailed in our Knowledge Organisers. Previous learning is always assessed at the start of each topic, to ensure knowledge retention and a continuous progression of skills, and evaluated with a final outcome piece at the end of each topic. We aim to produce independent and evaluative thinkers who have empathy for how others live and to develop an awareness, respect and curiosity for different cultures and societies and the physical world around them. Children should have the opportunity to ask questions, make links, and critically engage, allowing them to make sense of their world. They will have opportunities to work collaboratively through the use of field work, trips and other

opportunities. We will address diversity and identity issues through the investigation of differences and similarities between people, places, environments and cultures, and through the exploration of different values and attitudes in relation to social, environmental, economic and political questions. Children will develop an understanding of global interconnectedness and independence and of sustainable development.

Implementation

Children start in Year R following the EYFS Understanding the World curriculum. They engage in observation and discussion around their immediate environment, and gain further knowledge from stories, non-fiction texts and maps. They visit the local area observing and comparing physical and human features, and they learn basic fieldwork



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skills, drawing simple maps and beginning to use geographical terminology. They spend a lot of time in nature, through Forest School lessons and engaging class topics, noticing similarities and differences in the natural world around them and contrasting environments. They begin to understand important processes and changes in the natural world, including the changing seasons.

Using clear skills progressions, the children in Year 1 develop their knowledge and understanding. First, studying their local town, then the different parts of the United Kingdom. In Year 2 the children begin to study areas further afield: the continents, the oceans and carry out extensive research into a Non-European country. Through geography lessons children learn of the cultural differences around the globe. The places and the people, as well as the physical processes that have shaped the world's environment: climate, volcanoes, rivers and mountains. High quality,

up-to-date resources are used to support learning including globes, maps, photographs and atlases – as well as IT resources such as Google Earth in order to also develop children's digital literacy. Practical geographical skills, such as map reading and fieldwork techniques are developed in Year 1 and 2, ensuring previously taught skills are enhanced. Seasonal change and weather patterns are explored and developed in all Year groups, culminating with using weather observation equipment in Year 2, allowing development and consolidation of fieldwork skills, data collection and analysis.

Purbrook Infant School has an interconnected curriculum, for instance, with English skills enhanced during the writing of comparative pieces on human and physical features, and mathematical skills enhanced in the data collection, presentation and analysis of weather patterns. Some whole school themes such as 'Into the Wild' combine geographical and scientific learning.

Children have the opportunity to experience trips to the local area and further afield, including a whole school trip to Marwell Zoo, this allows children to practice observation, fieldwork skills, data collection and collaborative working across all 3 year groups.



**Marwell
Zoo**