



Rationale

Geography underpins a lifelong 'conversation' about the earth as the home of humankind. (Geography Association)

At Mount Street Academy we seek to ignite children's curiosity and interest in the local and global world around them and to be confident to explore and seek to understand the people and places that they have first-hand experience of, as well as places and people they have not yet encountered. We want to develop children's knowledge and understanding of people, places and the environment and raise their geographical awareness of our local area, which they have been interacting with since birth, as well as broadening their perspective through enlightening them about the wider world. We do this through learning about human and physical features, locational knowledge, place knowledge and fieldwork. To be successful Geographers, we teach our children to value, care and respect the world around them, both locally and globally. They will know about and understand local and global issues related to the world as well as the people and animals who inhabit it. From the starting point of the joy that the diversity of our school population brings, our Geography curriculum will ensure all children develop the capacity to embrace our diverse wider world with confidence and respect; to honour the similarities and differences and demonstrate humanity and acceptance when they engage with different cultures. We ensure children's curiosity and fascination about the world and its people is nurtured and developed with the hope that this passion for the subject will remain with them for the rest of their lives.

Progression

In line with our curriculum design across MSA, our Geography curriculum is diligently sequenced to ensure knowledge gained is cumulative. This aids progression as well as frequently allowing children to draw on previously acquired knowledge through retrieval strategies. Learning is sequenced so that established ideas can be linked to new learning, supporting pupils in developing their abilities through understanding the coherent and connected nature of the subject.

By the end of Year Two, a Mount Street child will be able to...

Locational Knowledge

Identify the oceans and continents of the world.
Name and locate the countries, capital cities, and seas surrounding the United Kingdom.

Human and Physical Geography

Use subject specific language to talk about human and physical features of their locality, the wider community and the broader world.
Comment on seasonal and daily weather patterns without our country. To have an awareness of hot and cold countries across the world in relation to the equator.



Place Knowledge

Use geographical vocabulary, knowledge and understanding to compare an area of United Kingdom to an area of a non-European country.

Fieldwork

study the local area by engaging in fieldwork which draws on their knowledge of map and compass work.

Intent

At Mount Street Academy we intend to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments. This seeks to deepen the understanding of the Earth's human and physical forms and processes. Geography, by nature, is an investigative subject. Through our ambitious sequenced teaching, we intend to provoke thought, questions and to encourage children to discover answers to their own questions through exploration and research to enable them to gain a greater understanding and knowledge of the world and their place in it.

It is important that children develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. That they understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

It is an important part of being a Geographer, to hold the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Therefore our EYFS and KS1 Geography curriculum will ensure children have opportunities to:

- ✓ develop a strong interest in their own surroundings and in the extended world, i.e. local, regional, national, and international and help develop a sense of identity through this.
- ✓ appreciate the variety of physical and human features in the world.
- ✓ recognise some of the more important geographical patterns revealed in different types of landscape.
- ✓ understand relationships between people and environments
- ✓ understand what it means to live in one place rather than another.
- ✓ appreciate the significance of people's beliefs, attitudes and values within the world, promoting empathy and understanding.
- ✓ construct a framework of knowledge and understanding about the home area, their own country and other parts of the world, which will support them to compare and discuss using appropriate geographical terminology.

At Mount Street Academy, the teaching of Geography will:

- ✓ develop pupils' understanding, knowledge and skills by fieldwork wherever possible.
- ✓ use Geography as a basis for cross-curricular studies, in order to place work in an understandable context.
- ✓ encourage children to work together and understand different societies by emphasising a multi-cultural approach to the subject.

Children develop their Geography knowledge and skills during their time with us through their learning and experiences in the Early Years Area of learning, People, Culture and Communities and The Natural World and then the National Curriculum KS1 Geography objectives, that we use as the basic structure to shape our curriculum design.

Geography in EYFS:

Geography in the Early Years (Nursery and Reception) enables children to talk about similarities and differences between themselves and others. Children have opportunity to explore the local area and talk about meaningful buildings, including their own homes and school. Children role play places they have visited e.g. doctors, shops, their own home. Children in EYFS follow instructions which include positional language and use programmable toys and experience planning a route. They can use simple maps, e.g. in treasure hunts. In EYFS, Geography is also delivered through sharing books about our world, the environment and daily conversations about the weather.

Children at the expected level of development for People, Culture and Communities ELGs will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Children at the expected level of development for The Natural World ELGs will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Geography in KS1:

By the end of their time with us in Year Two our children will have developed knowledge about the world, the United Kingdom and their locality. They will understand basic subject-specific vocabulary relating to human and physical Geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Under the four key areas of Geography they will be able to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical Geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical Geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
- key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- 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
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the Geography of their school and its grounds and the key human and physical features of its surrounding environment.

Learning is planned carefully and cumulatively so that children have opportunities to practise and develop their expertise, within each year and to also retrieve and apply prior knowledge as they move sequentially from year group to year group.

Implementation

At Mount Street Academy, the Geography curriculum begins in EYFS with 'People, Culture and Communities' and 'The Natural World', following on in KS1 with the Geography National Curriculum. The whole Geography curriculum is designed to ensure progression, repetition that is carefully built into the sequences of learning and where children can know more and remember more. We respect the age of our children and value the role we have in ensuring that skills, knowledge and key learning are developed.

Each year group medium term plan identifies when the different knowledge, skills, subjects and topics will be taught across the academic year. The vast majority of subjects are taught discretely but staff make meaningful links across subjects. They link prior knowledge to new learning to deepen children's learning.

In EYFS each classroom and in the outdoor classroom provides creative opportunities through provision, which children can access daily. 'People, Culture and Communities' and 'The Natural World' are also taught as adult led activities each term and children are provided with opportunities to consolidate their learning through a focused activity. In addition to this there are opportunities provided within the classroom for children to revisit independently and extend upon their learning. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, knowledge, skills, vocabulary and their ability to communicate about Geography. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

In KS1 Geography is timetabled through the curriculum plan. Each Geography sessions begins with a Geography board which details the key concepts of the subject and identifies the focus area for that session. This helps children to understand that they are engaging in the subject and helps to reinforce their memory through retrieval practise. A short whole class taught session will be followed up with an application activity.

Fieldwork forms is an important part of the teaching of Geography. This is implemented by:

In Nursery children visit the Seaside. For many of our children this is the first time they will have been to see the sea.

In Reception, the children are taken out into the local community for walks for the children to develop a sense of place. They will begin to quickly identify simply physical and human features and begin to use some geographical vocabulary in context. The children also undertake a school trip where they will use transport such as a coach and visit some of the animals they have been studying. The children can see how the importance of environment is to the animals.

In KS1 children continue to use fieldwork opportunities to develop an understanding of Geography. A visit to Whisby nature reserve gives Y1 children the opportunity to visit natural habitats and make comparisons to their own habitat. A planetarium visit also supports the children develop and understanding of the solar system in a practical way. A wild woodcraft experience in Y2 builds on their experience and Whisby as well and developing their map making skills when visiting the local Castle.

Mount Street Academy is located right in the heart of the City of Lincoln. We take every opportunity to utilise all that the city can offer with regards to the teaching of Geography. Children get to learn about the urban landscape within which they live through regular planned fieldwork into the historical centre of the Bailgate during the Castles theme. Children visit the Museum of Lincolnshire life which is located within walking distance of the school to gain a better understanding of how the physical and human aspect of Lincolnshire as a farming community have changed over time. The children make comparisons between their own locality in around the school and then compare this to Whisby Nature reserve located just 4 miles from the school, which has been developed over the last 30 years from a disused quarry.

Geography on display

At Mount Street Academy we want to celebrate the Geography work. As part of our corridor displays, we display children's Geography work which shares a snap-shot representation of what Geography looks like at Mount Street and the progression of knowledge and skills in the subject from Nursery to Year Two.

At Mount Street Academy, Geography has a particularly strong role to play in multi-cultural education and SMSC. Our children are encouraged to reflect and celebrate aspects of their own cultures in their Geography learning. In consideration of other cultures, teachers are also very careful to choose resources which reflect different

aspects of society. We also ensure our teachers note that 'development' and 'developing' are relative terms and hide a lot of assumptions. It is important to avoid ethnocentrism and prejudice.

Our approach to the teaching and learning of Geography contributes to SMSC at MSA, by promoting a sense of wonder and fascination with the physical and human world. An understanding of scale is an important aspect of Geography and how small changes in climate can have far reaching consequences. Understanding that all life is linked together and create the processes that make Earth the only known inhabited planet. Understanding that all life is linked together and create the processes that make Earth the only known inhabited planet. Pupils reflect on the long and short term impacts noting the rights and wrongs linking into the value of justice. The value of stewardship is covered looking at reduce, reuse and recycle

Examples of how spiritual development is expressed in Geography:

- Exploration of different environments on field trips
- Exploring and learning about different habitats and how to protect them and why.

Our approach to teaching Geography supports moral development by looking at a range of moral issues, providing opportunities for discussion as to what is right and wrong. We consider how the development of cities has put pressure on wildlife. We explore issues of poverty and the moral dilemma of importing food and food waste and the consequences of it on global warming.

Example of how moral development is expressed in Geography

- How a city puts pressure on wildlife
- How much rubbish we create as humans and what we do with it.
- Poverty
- Where our food comes from
- Global warming – How we contribute to this

Our Geography curriculum supports social development with children discussing social issues such as global warming with an emphasis on how they can make a difference by making small changes to their lifestyles.

Examples of social lessons in Geography

- Encouraging children to work with others and respect their peers despite their social differences and background.
- Creating a sense of community through the school value of 'Looking after our World'
- Promoting teamwork in lessons to show children that working together is the best way to achieve their goal.
- Cooperation in tasks such as collecting data for a vehicle study

Through our Geography curriculum, children's cultural development is supported through helping children to understanding different cultures. Through Geography children look at how different cultures and beliefs can impact on the environment and human issues. Children look at different places and are introduced to their customs and traditions allowing pupils to develop their humility and an understanding of the world as a global community.

Examples of cultural lessons in Geography

- Learning about different countries and make comparisons
- Learning about and from people who come from different countries and backgrounds
- Celebrating worldwide events and looking and events which affect the whole planet e.g. Global warming
- Exploring and respecting a variety of cultures within their own community and the world

Impact

We expect that when we have implemented all the above, by the time the children leave us at Mount Street they will have:

- developed detailed knowledge and skills in the key concepts of Geography and have achieved the expected standard for each year group.
- gained a deeper level of understanding of the world around them and will use this understanding as a foundation to their learning in Key Stage Two.
- had the chance to develop the ability to make connections in Geography lessons to other areas of learning.
- pride in what they have achieved and present this in a positive manner, whether in topic folders, through pictures or in conversations.

Children will have a clear knowledge and understanding of the Geography they have experienced, and they will know the correct terminology to discuss this. We will be able to see that the children know more and remember more in Geography, through evidence on Tapestry (EYFS) and in topic folders (KS1) and through discussions with children (pupil voice). We will also see they are able to recall prior learning and apply it. Children will then start their next year of learning with the necessary skills and knowledge to build upon.

In EYFS, children are assessed regularly against the Specific Areas of 'People, Culture and Communities' and 'The Natural World' and these observations are uploaded onto Tapestry. These assessments may be a photo or video demonstrating how the child is demonstrating their learning. Teachers can use these assessments to inform their future planning; they can assess the child's next steps and use this to inform the continuous provision or next People, Culture and Communities or The Natural World, gather times.

Assessment throughout Key Stage 1 is ongoing and recorded on the Geography assessment grid. This helps identify the children who are on track, below or significantly below the expected level. Teachers use assessment information from individual lessons to inform future lessons, ensuring children are supported and challenged appropriately, highlighting strengths and achievements as well as any improvements, knowledge and/or skills that still need to be embedded.

Outcomes in KS1 topic folders, evidence a broad and balanced Geography curriculum and demonstrate children's acquisition of identified key knowledge. Children review their successes in achieving the lesson objectives at the end of every session. The Geography Curriculum overview provides a clear sequence of learning and suggestions of resources which can be used to enhance the children's learning. Fieldwork is undertaken at every opportunity ensuring children are fully immersed in Geography and have hands on experience to develop fully the knowledge and skills required to be a fully competent infant geographer. As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context. School trips provide further relevant contextual learning. The subject leader is responsible for monitoring and evaluation of the children's progress. This is carried out through whole school moderation of work, learning walks and listening to pupil's voice.

We measure the impact of our curriculum through the following methods:

- Reflecting on standards achieved against the planned outcomes.
- Children retaining knowledge that is pertinent to Geography.
- Children's enjoyment of Geography lessons and keenness to find out more about our world.
- Evidence of work showing a range of topics covered, cross curriculum links and differentiated work.
- High expectations in Geography that match standards in other subjects such as English and Maths.

The Geography subject leader has a clear role and overall responsibility for the progress of all children in Geography throughout school. Regular tapestry/topic folder looks, learning walks, planning scrutiny and child voice interviews provide the overall picture of Geography across school and supports the monitoring and evaluation of the intent and implementation outlined above, allowing for exploration and challenge. The key focus for this is to seek:

<u>PUPIL VOICE</u>	<u>EVIDENCE IN KNOWLEDGE</u>	<u>EVIDENCE IN SKILLS</u>	<u>BREADTH AND DEPTH</u>
Through discussion and feedback, children talk enthusiastically about their Geography lessons and speak about how they love learning. They can articulate the context in which Geography is being taught and relate this to real life purposes.	Pupils know how and why Geography is used and is evident in the outside world and in the workplace.	Pupils use acquired vocabulary in Geography lessons. They have the skills to use acquired knowledge and skills independently and they can show the DREAM Team Values when talking about aspects of Geography.	Teachers plan a range of opportunities to use Geography inside and outside school and know and understand the links between Geography and other areas of the curriculum and make these clear to the children when teaching them.