



## Geography for 2024-2025

### INTENT

- All staff to have a clear vision of Geography at Trewirgie Infants' & Nursery School
- Geography to be inclusive and accessible to all
- Children to develop a love of Geography and be curious and active learners
- For all children to be provided with engaging Geography experiences on a regular basis
- To have a clear curriculum and progression of skills with a clear assessment system where assessment takes place after each unit
- All Geography books to have clear dates, L.O.'S, following a sequence showing pride and regard for presentation.

### Curriculum overview

Our geography curriculum is planned using the National Curriculum objectives but is developed by us specifically for our children in our locality. At Trewirgie our geography curriculum is centred on our children's knowledge and understanding of the wider world and community. Developing a sense of place fosters curiosity, a love of learning and appreciation of the environment. Our children are equipped with knowledge of diverse places and people. Through exploration and collaborative learning, they develop skills for life in observing, communicating and comparing what they learn about the world around them.

At Trewirgie, our local area and our school grounds are at the heart of our geography curriculum. Children develop a sense of place in relation to their own environment and an understanding of the physical world around them and their community. We support and inspire our children to appreciate places and people all over the world. From the beginning in nursery, children are taught key geographical vocabulary which is built upon as they progress through school. Our geography curriculum encourages children to understand the need to respect and care for the natural environment.

### IMPLEMENTATION

To ensure that high quality geography is taking place throughout the whole school we implement a curriculum which is progressive from EYFS through to Year 2. Medium term plans are regularly reviewed by subject leaders and teachers to ensure that topics remain engaging and exciting to the children.

### Approaches to teaching

Geography lessons are planned through termly topics with a focus on knowledge, understanding and skills. The lessons have a strong focus on vocabulary which ensures that all children are able to talk about

geography using the appropriate language. The use of vocabulary is progressive from EYFS to Year 2. The subject leaders work closely alongside teachers to ensure that knowledge, understanding and skills within geography lessons are progressive through the school. During each lesson a new skill will be taught. 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.

To help children to understand their geographical knowledge they need to know that they are doing geography therefore to aid this a logo and catch phrase, 'Go Geographers' has been introduced from the children's programme, Go Jettters. This is something that has been rolled out across Reception to Year 2 as a visual link to Geography and the children being Geographers.

In Leading Primary Geography, Simon Catling outlines seven 'big ideas' that are key in developing geographical learning.

### ***Place***

*What is it like, what happens there, how it changes, emotion response*

### ***Space***

*Location, distribution, patterns and network connections, layout*

### ***Scale***

*Local, regional, national, continental, global*

### ***Environment***

*Physical and human processes, actions and features, change*

### ***Environmental impact***

*Interactions, disparity, connections, social identity, values*

### ***Cultural awareness***

*Diversity, disparity, connections, social identity, values*

### ***Interconnections***

*Links between features, places, events and people (Catling, S., 2019)*

When planning our Geography curriculum we take into consideration the seven big ideas and how they link and build on the learning taking place.

## **Timetable**

Children should have regular access to Geography lessons, being taught for an average of an hour per week or through blocking Geography lessons together throughout a week each term.

## **Approaches to supporting disadvantaged and SEND pupils**

Geography lessons need to be accessible to all and inclusive. Potential barriers to learning need to be considered so planning can minimise or reduce them so that all pupils can fully take part and learn. For some activities, pupils with SEND will be able to take part in the same way as their peers. For other activities some scaffolding or adjustments will need to be made to include everyone.

## **Progression of skills**

The progression of skills has been adapted and improved making clear links between other subjects. The skills and the knowledge, following the National curriculum objectives, from the four different areas have been used to create a sequence of work that flows well, is progressive and is very much immersed in the whole curriculum.

## **IMPACT (Planned impact)**

Monitoring through pupil conferencing, lesson observations, book looks and data will show that high quality teaching has been planned and delivered across the school from EYFS to Year 2.

The children will display a love for Geography and use vocabulary appropriately and specifically to Trewirgie School and Redruth.

All children will have accessed Geography and the progression of skills will be clear to see.