

**Our School Vision Statement**

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.*

**Curriculum Intent for Geography at Crookham Infant School**

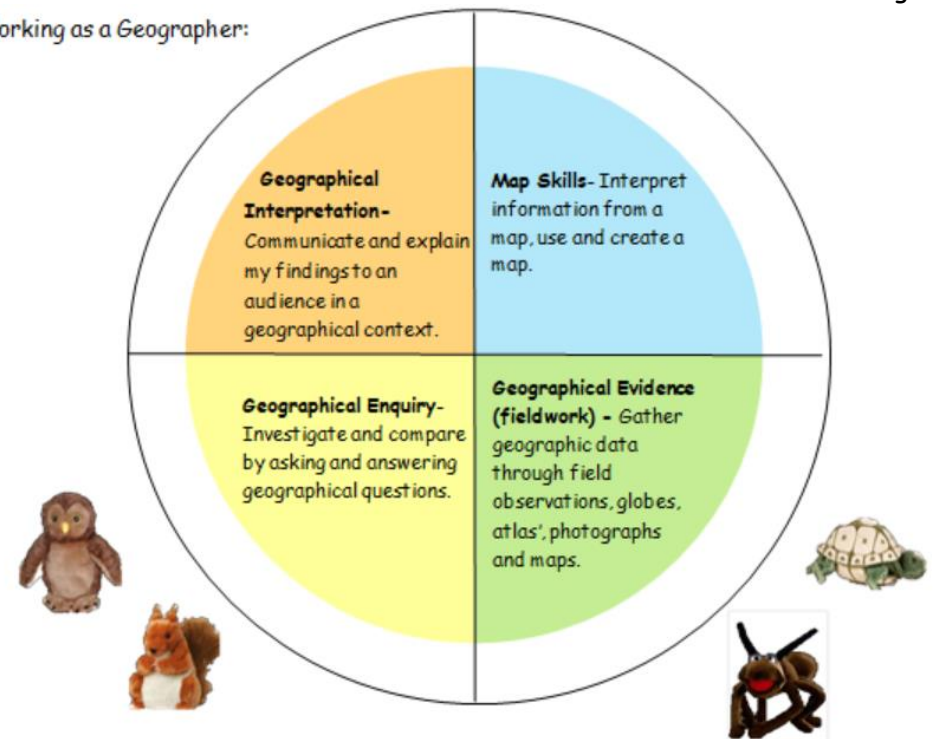
The curriculum at Crookham Infant School is designed so that all pupils develop the learning habits of **reflection, resourcefulness, reciprocity and resilience.** Geography at Crookham Infants is a spiral curriculum so that within each school year and as children move through the school from Early Years to Year 2 they have the opportunity to revisit key concepts, to rehearse and expand vocabulary, to refine skills and build on geographical knowledge. 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, they know more, recall more and can do more. 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. Children at Crookham Infants will refine these learning habits as they discover a love of Geography and *Working as a Geographer*. They will grow in understanding the practices of geographers, as well as gaining the knowledge to enable the children 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.

**Implementation for Geography:**

In KS1, Geography is documented in a subject specific class Floor Book. To reflect the EYFS curriculum, Geography/Understanding the World is recorded in a shared learning journey Floor Book. Each topic uses a cover sheet with key objectives, concepts and vocabulary covered and the *Working as a Geographer* wheel is referred to and dated each time disciplinary knowledge is explored. We have identified key threads that run through our Geography curriculum, they are: **Settlement, Location, Place, Climate, Maps, Our World- our role as a Global Citizen.** Each unit may not include every thread, but over the year, children will visit each at least once.

Following the Early Years Framework, in our EYFS, Geography knowledge and the skills within are taught explicitly but are embedded in multiple areas of learning.

*Working as a Geographer:*



Understanding the World (The Natural World and People, Culture and Communities) encapsulates this geographical curiosity and understanding and begins to foster the knowledge and skills of *Working as a Geographer* preparing them for Ks1. The children's starting points, interests and life experiences are considered when planning a topic. The substantive knowledge within a topic may change dependent on the cohort's interests and needs (e.g. compared countries), but the understanding of concepts will remain the same.

In Key Stage 1, Geography is taught as a discrete subject in half termly blocks, with links made to the wider curriculum where possible *such as, science, PSHE*, to enable deep contextual learning. Teachers plan a sequence of lessons across a unit that will build on and develop the children's geographical knowledge, vocabulary and understanding of disciplinary knowledge, *Working as a Geographer*. Existing knowledge is checked at the beginning of each topic as part of our *What I know (beginning) and What I know now (end)* approach. The local area is utilised to provide purposeful opportunities to achieve desired outcomes and demonstrate skills and knowledge. We encourage parents to join us in our Geography learning and to celebrate our achievements in events like Open Classroom or through Home Learning.

**Impact of Geography:**

Our Geography curriculum offers high quality and well-planned lessons which encourage carefully sequenced progression from Early Years to Year 2, preparing the children for their next steps in Key Stage 2 and beyond. Children at Crookham Infant School show their love of Geography when they share their learning with staff, parents and visitors; it is rich in vocabulary, experience and skills as children recall their knowledge and discuss their learning journey. Through pupil voice, they talk about how they *Work as a Geographer*, and are proud of the skills, vocabulary and knowledge they have acquired. Floor Books are regularly monitored and teachers input assessment data onto Target Tracker to monitor who is on track and where learning gaps can be promptly filled. Our Geography curriculum helps shape our children into well-rounded citizens not only of the Team Crookham community but also the wider community and wider world.

Long Term Planning LTP						
See Medium Term Planning MTP for more detail.						
	Autumn		Spring		Summer	
Year R	Why are we amazing?	How far can we travel?	Where in the World?	Once upon a time...	How does it grow?	How many legs?
Year 1	Local Area		Hike		Comparative Study - UK, Church Crookham and Sri Lanka ( <i>Ocean Stars link</i> )	
Year 2	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. 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>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 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>

**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> <p>Create a simple map of a familiar/imaginary area, school, field, bedroom.</p>
<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>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>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>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>Locate some seaside resorts of the UK on a map.</p>
<b>Year 2</b>	<p>Name and locate the 7 continents and 5 oceans.</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,</p>

	<p>Name, locate and identify the four countries 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>continents and oceans studied at this key stage.</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>
--	---	--	--	---

**Prior Knowledge and What happens**

	<p><b>Locational Knowledge</b> (name/locate locations, positioning systems)</p>	<p><b>Place Knowledge</b> connection of location and physical/human geography processes with personal experience</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>
<b>What happens before:</b>				
<p><b>Nursery (pre-</b></p>	<p>Begin to understand a sense of self e.g. where I live, familiar places</p>	<p>Notice features of the world around me</p>	<p>Notice differences between people Explore natural materials, indoors and</p>	<p>Explore and respond to different natural phenomena in their setting and</p>

learning)			outside.	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> <p>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)</p>	<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>	<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>