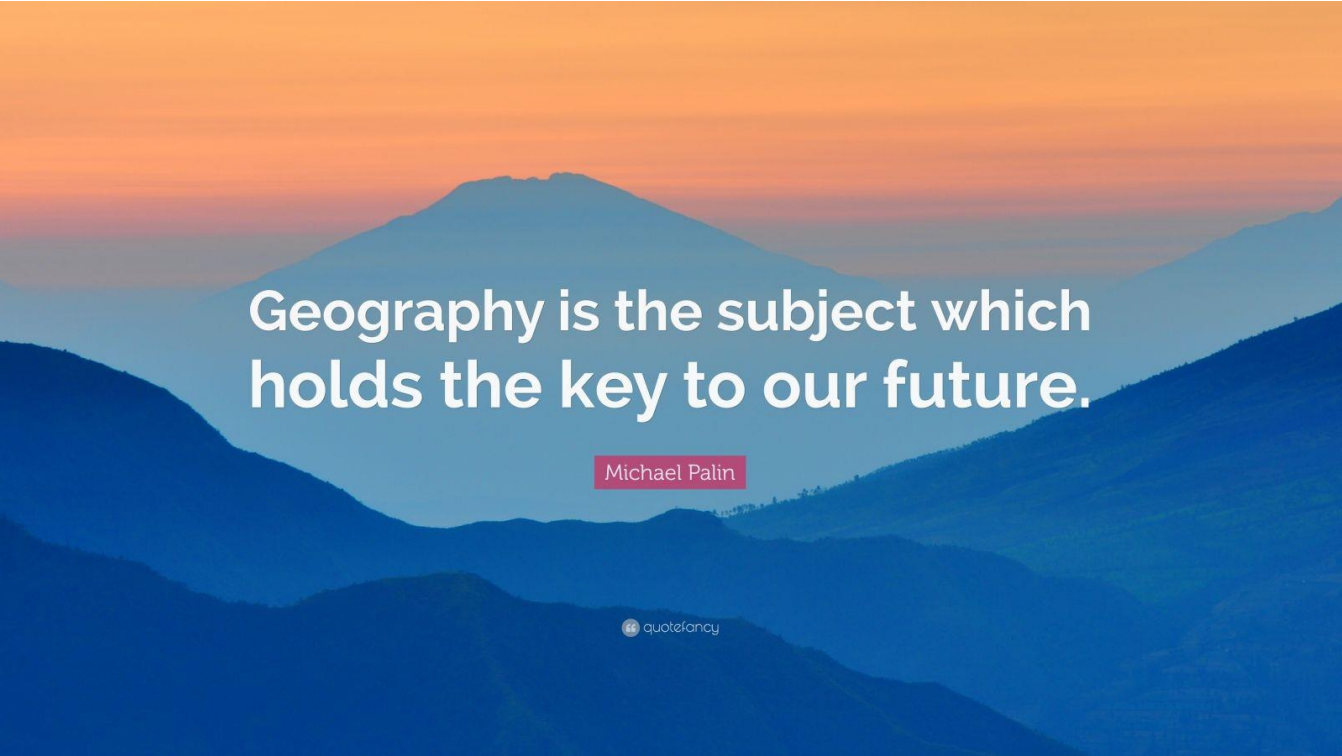


Geography at CCIS

By Ellie Ward



Geography is the subject which
holds the key to our future.

Michael Palin

quote fancy

“A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives”.

Dfe, 2013

Our Vision – Love, Respect, Shine

Geography inspires children to look at their world with awe and wonder. It helps them to understand the human impact upon the world they live in and motivates them to look after it (Love).

Geography enables the children to learn about the cultural and geographical differences in our world and allows them to make connections and comparisons between our own culture and others. Geography gives children a better understanding of the world they live in (Respect).

At Cheadle Catholic Infant School, we provide opportunities for all children to develop a love of Geography. The children build knowledge as a Geographer through exploration, observation and discussion (Shine).

Curriculum

- We have developed a scheme of work that is unique to our school and our children.
- It was developed in line with the EYFS framework and national curriculum.
- The scheme clearly maps out the key knowledge, skills and vocabulary.
- Each topic is enquiry based.

Overview



Cheadle Catholic Infant School

Geography Overview 2022/23

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	All about me Discuss and comment on their familiar environment. Fieldwork – welly walk. Vocabulary – near and far. Local landmarks.	The Gruffalo /Gruffalo's Child Exploration of forest/woodland location.	Nursery Rhymes Investigating different geographical water features.	Traditional Tales Map skills – story mapping, observations along the journey.	Growing Focus on different seasons and weather patterns.	Minibeasts Focus on preferred climates and habitats of animals. City, beach, woodland/forest vocabulary.
Reception	All about me Become familiar with their local environment, through observations, maps, non-fiction texts. Autumn walk to look at seasonal changes. Drawing a plan of the classroom and the outdoor area I can see I can hear I can touch Triangle Book	Celebrations Recognise and describe special times or events for family and friends. St Andrews Day - facts about Scotland using Barnaby Bear. Curiosity cube focused on North Pole – what route might Father Christmas take? Welly walk – seasonal change	Superheroes Focus on cities – construction area building sky scrapers, photographs, maps. Celebrations Chinese New Year – facts about China. St David's Day and St Patrick's Day – facts about the countries using Barnaby Bear.	Minibeasts Map skills – map of the school ground. Field work walk to see changing seasons and identify minibeasts in their habitats.	Space Make comparisons between city, woodland, forest and the moon. Celebrations St George's Day Facts about England using Barnaby Bear London week- Look at facts and buildings in London. Katie goes to London/the Queens Knickers.	India Investigate the country of India, looking at the environment, food, people and celebrations. Explain some similarities and differences between life in this country and life in other countries. Indian dance session.



Cheadle Catholic Infant School

Geography Overview 2022/23

Year 1	Where we live (local) <ul style="list-style-type: none">Simple fieldwork and observational skills to investigate the school and its grounds.Understand the key human and physical features of the surrounding local environment.	Seasons/Weather (UK) <ul style="list-style-type: none">Identify seasonal and daily weather patterns in the UK.Understand where weather comes from.Understand what the seasons are and the types of weather they bring	People and Communities (World) <ul style="list-style-type: none">Identify hot and cold areas in the world in relation to the Equator and the North and South Poles.Comparing locality, rainforest, city, desert, coast, arctic/Antarctic.
Year 2	Climate/Environmental change (UK and World) <ul style="list-style-type: none">Identify seasonal and daily weather patterns in the United Kingdom.Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.Discuss extreme weather and the effects of climate change on different parts of the world e.g. bushfires, flooding, droughts, oceans.	UK holidays (UK) <p>Name, locate and identify the characteristics of the four countries of the United Kingdom and its surrounding seas.</p> <ul style="list-style-type: none">RegionsMap skillsGeographical features of the four countries in the UK.	Tokyo (World) <ul style="list-style-type: none">Understand different geographical similarities and differences by studying the human and physical geography of a small area of the UK and a small area of contrasting country.Locating features on maps.Human and physical comparisons within our local environment, Tokyo and a small area of Japan.

Key concepts: what are the big ideas?

In EYFS and Key stage 1 it is important that children encounter important concepts and ideas in an age-appropriate way. The geography curriculum at our school is carefully designed to make sure that the concepts the children are introduced to set them up for success throughout our school and into Key Stage 2, creating a firm foundation for geographical understanding.

Substantive concepts

The substantive concepts which run through our geography curriculum and help children to understand recurring abstract themes within a geographical context are:

Climate (weather/seasons)

The climate is explicitly taught in every year group from Nursery up to Year 2. In Nursery and Reception this happens on a daily basis through discussion and observation. In Year 1 the climate is revisited and the children's knowledge of weather is built upon as they learn about the four seasons in more detail.

This is through the topic 'Manchester is famous for being wet but does it really always rain here?'. In Year 2 the children's prior knowledge is developed further through the topic 'Some people say there's no such thing as extreme weather, do you agree?'.
agree?'

Sustainability

The concept of sustainability is focused upon heavily in the Year 2 topic 'Some people say there's no such thing as extreme weather, do you agree?' because a main part of this topic is thinking carefully about how to tackle climate change and the role we can play in being sustainable. However, children begin this topic with a basic understanding of how they can be sustainable and help our world due to previous learning in Reception and Year 1. Every year group makes a pledge for world events e.g. COP26 and Environmental Days.

Cities

The capital cities of the UK are taught in Year 1 and Year 2 through songs and map work. In Year 2 the children use atlases to identify cities in the UK. This is also developed further from Year 1 as the children identify the capital city of a non-European country. In EYFS children's understanding of cities is developed through stories and pictures. Small world areas enable children to build skyscrapers and create cities of their own.

Travel

This concept links to our history curriculum where different topics throughout the school focus on travel. This is also a geographical concept as travel enables children to understand scale better. For example, in Year 1 and Year 2 when we walk into our local area or through discussion of how we can travel to different places in the world. We also discuss travel in relation with the concept sustainability as we encourage our children to travel to school in more sustainable ways.

Disciplinary Concepts

At CCIS we have carefully selected three disciplinary concepts which run through our geography curriculum:

1. Place

Key Concept	What it means	Where it appears in our curriculum
Place	<p>Having a 'sense of place'</p> <p>Having the locational knowledge to describe where they are.</p> <p>Understanding the key human and physical aspects of places.</p> <p>The sustainability of places.</p>	<p>EYFS- 'All about me'</p> <p>The children become familiar with the local environment.</p> <p>Y1- Autumn: developing a sense of place for the school and its grounds. Exploring the specific human and physical aspects of their local area.</p> <p>Spring: developing a sense of place through learning about the UK (countries).</p> <p>Summer: developing a sense of place through learning about the world (continents and oceans).</p> <p>Yr2: Autumn: begin to consider the sustainability of places through climate change and extreme weather.</p> <p>Spring: developing a sense of place through learning about the UK (specific key human and physical aspects to grow food).</p> <p>Summer: developing a sense of place through learning about Japan (comparisons between where they live and places in Japan).</p>

2. Scale

Scale

Understanding the big picture as well as our experiences in day to day life. Personal, local and global level.

EYFS: personal scale (classroom, home, school grounds), local scale to learn about local area and global scale (India) make comparisons to where they live.

Y1: Autumn: personal/local scale to develop sense of place in local area.

Summer: global scale to learn about people and communities (continents and oceans).

Y2: Autumn: climate change locally and on a global level.
Spring: food locally sourced in the UK and globally from all around the world.

Summer: Global comparison between places in Japan and our local area.

3. Human and physical processes (environment)

Physical and human processes

How events can change the physical world.
Physical process: occurred naturally.
Human process: created/affected by humans.

EYFS: through looking at their classroom, school, buildings, shops, cities etc. the children understand that these things were created by humans. Woodland, forest, growth exploration develops an understanding of natural processes.

Y1- Autumn: key human and physical features of the local area.

Y2- Autumn: understand that climate change and extreme weather is a human process. Learn ways to help our environment/world.
Summer: compare key physical and human features.

We have developed our disciplinary concepts further to present them in a child-friendly way:



Pedagogy – How are lessons structured?

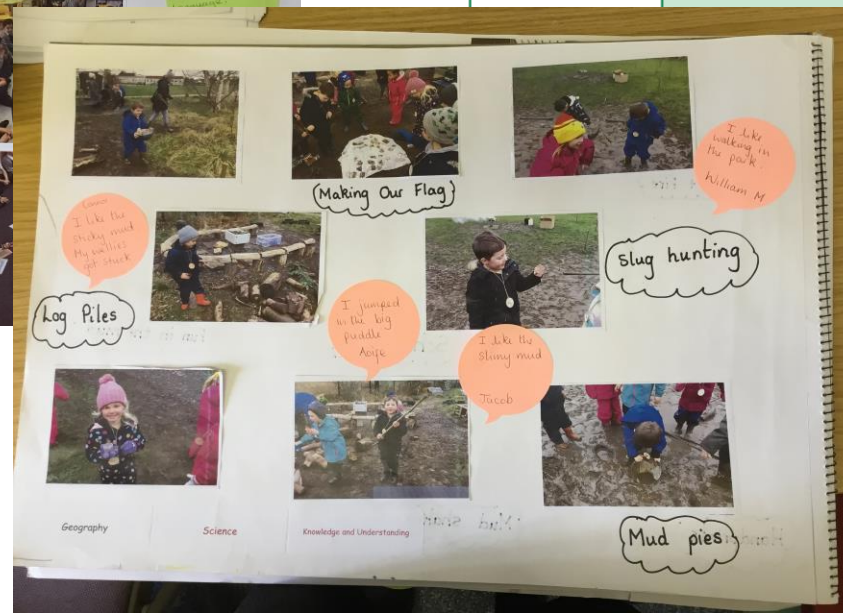
1. Enquiry Triangle
2. Recall previous learning -Quizzes, Can you still? Talk Partner Work, 'Monday Memory Moments.'
3. Introduce new learning including new vocabulary-'my turn, your turn.'
4. DEAL, group work, talk partner work, peer support
5. 'Sticky learning'- rhymes, gestures and songs, school trips and workshops, 'tap and tell'
6. Recording of new learning in a variety of ways
7. Mini plenaries

How is learning across the school sequenced?

In Nursery and Reception (EYFS) the Early Learning Goals (ELGs) associated with geography are woven into the curriculum.

In EYFS learning geography takes place both informally on a daily basis and formally through meaningfully planned teacher led sessions.

Geography		
Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> Understand position through words alone. For example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.
	Understanding the World	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Understanding the World	<ul style="list-style-type: none"> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live.
	People, Culture and Communities	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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.
	The Natural World	<ul style="list-style-type: none"> 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.



How is learning across the school sequenced?

YEAR 1

Year 1:

Autumn: What makes Conway Road such a great place to have a school? Builds on prior knowledge of our school from EYFS and starts on a local scale which also develops a sense of place.

Spring: Manchester is famous for being wet but does it really always rain here?

Scale increases to look at whole of UK. Focus on weather/seasons.

Summer: Arnie the Alien knows nothing about Earth. Can you help to answer his questions?

Scale increases further to look at the world and its seven continents.

AUTUMN

TOPIC: What makes Conway Road such a great place to have a school?

CCIS ESSENTIALS: Children must get out and about to complete this topic effectively. A trip to Bruntwood Park and a trip to the local shops are essential for the children to have a clear understanding of human and physical features on the doorstep of the school. Children should be able to name Bruntwood Park, Conway Road and Turves Road by the end of the term.

KEY GEOGRAPHICAL VOCABULARY: human and physical features, park, street, local, local area. Directional language: near/ far, left/ right.

KEY FACTS: not all schools look like ours, not all schools have the same facilities as us, our school is surrounded by different types of land use- park, woodland, streets, shops.

STATUTORY REQUIREMENTS	KEY QUESTIONS	ACTIVITIES
- 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.	Where is our new classroom?	<p>Week 1 - Go for a walk around school (inside and out). Take lots of photos of things they see. Talk about and look at things in relation to each other eg the staff room is near Mrs Glynn's office, the wild area is at the back of the field, our classroom is near the library etc.</p> <p>Print out the photos that you have taken and keep these for future lessons.</p> <p>Evidence for books- pic collage of children on their walk.</p> <p>Continuous Provision activities/ enhancements:</p> <ul style="list-style-type: none">- Put the photographs in the order they saw them in when they went for their walk.

How is learning across the school sequenced?

Year 2:

Autumn: Some people say, “there’s no such thing as bad weather”, do you agree?

Builds on prior learning of weather and continents/oceans in Year 1.

Spring: Where in the UK would be the best place to go on holiday and why?

Starts on a local scale, children build on their prior knowledge of the UK and make comparisons between where we live and other areas in the UK.

Summer: Millions of people watched the 2021 Olympics. Where did they take place and would it be an exciting place to visit?

Children compare the geographical similarities and differences between Cheadle Hulme, Tokyo and Hokkaido.

This topic may change in relation to world events (world cup, Olympics).

SUMMER

TOPIC: Millions of people watched the Olympics in 2021. Where did the Olympics take place and would it be an exciting place to visit?

CCIS ESSENTIALS: Children need a good understanding of the local area and then make comparisons between where we live and two areas of Japan. Think about human and physical features they know and use eg local shops, leisure centres, parks, cinema. Make links with the Japan Society to bring authentic experiences into the classroom and make it less remote.

KEY GEOGRAPHICAL VOCABULARY: Human and physical features, rural, urban, coastal, continent, ocean, capital city. Japan, Tokyo.

KEY FACTS: Japan's capital city is Tokyo. Japan is in Asia. Japan is a chain of islands. Within Japan there are cities, beaches, rural areas and forests.

STATUTORY REQUIREMENTS	KEY QUESTIONS	ACTIVITIES
To 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.	Would people come to Cheadle Hulme on their holidays?	<p>Week 1- Cold task- Continents and oceans.</p> <p>Look at a plan perspective of school. Do they know what it is? Can they find places on it? How well do they know the school building and grounds?</p> <p>Then, think about our local area. What do we see where we live? Go outside and look for human and physical features and then use google maps <u>streetview</u> to look at local amenities. Talk about places they like to go to and things they like about where they live.</p> <p>Create part one of the <u>trirama</u> featuring the different human and physical features of our local area.</p> <p>Discuss whether it is somewhere people would usually choose to come on their holidays/ for a day out.</p>

How are knowledge, skills and vocabulary built upon throughout the school?

Fieldwork expectations by the end of EYFS

Key fieldwork skills (**Nursery** and **Reception**):

- Explore and talk about natural things going on around them e.g. notice the weather.
- Use all their senses in hands-on exploration of natural materials.
- Talk about what they see, using a wide vocabulary.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Understand the effect of changing seasons on the natural world around them.
- Describe their immediate environment using knowledge from observation.

Fieldwork skills are developed and used on a daily/ongoing basis in EYFS. This can be child-led exploration or a purposefully planned teacher-led activity. These skills are developed through outdoor walks (looking at changing seasons), forest school, daily observations and discussions. Children consider what they notice about the world around them and explore their surroundings with awe and wonder.

Fieldwork skills are specifically planned within our SoW and mapped out to show when they are covered.

Yearly 'Fieldwork Week' allows the opportunity for further development of these skills.

Fieldwork expectations by the end of KS1

Key fieldwork skills:

Year 1

- Draw simple map of the school and mark on significant areas (Autumn term).
- Observe the local area surrounding our school including the human and physical features (Autumn term).
- To make and use simple equipment to measure and record rainfall or wind direction (Spring term).
- To make observations using their senses (Spring/Summer term).
- To investigate environmental issues such as litter, congestion outside school at home-time, lack of recycling facilities or cycle lanes etc (ongoing throughout KS1).

Year 2

- Use a compass and sketch what they see in each direction (North, East, South and West) (Autumn term).
- Sketch the same tree showing seasonal change (Autumn term).
- Draw a simple map with a key (Spring/Summer term).
- Observe their local area and sort features into human and physical (spring/summer term).
- Investigate environmental issues such as litter, congestion outside school at home-time, lack of recycling facilities or cycle lanes etc (ongoing throughout KS1).

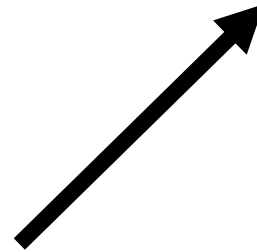
How are knowledge, skills and vocabulary built upon throughout the school?

EYFS weather work

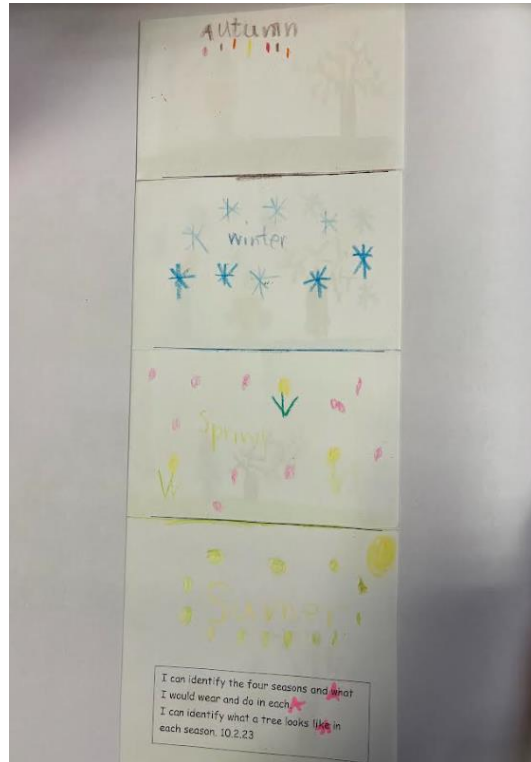
Knowledge and skills are sequentially taught and developed throughout the school. The SoW is designed to build upon prior knowledge and learning in each year group.

In KS1 each lesson begins with a 'Can you still...?' to ensure that we are consistently revisiting key knowledge and skills previously taught and developing it.

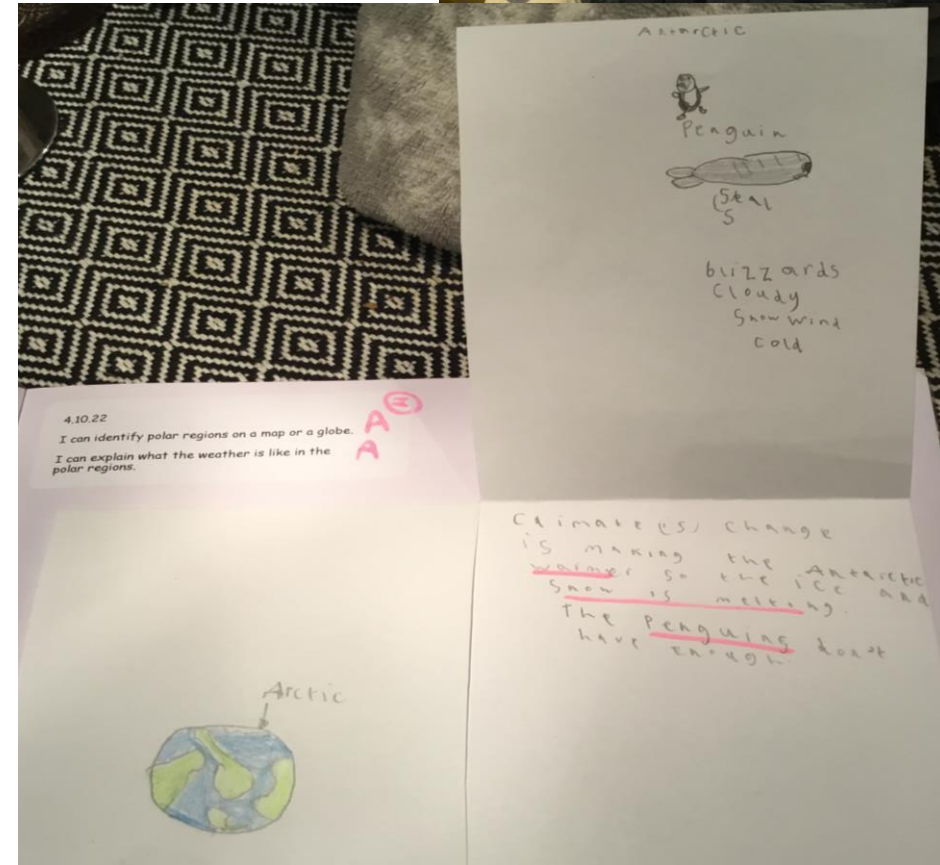
For example: in EYFS weather/seasons are discussed on a daily basis and children take part in lots of observations. In Year 1, weather is taught and in Year 2 the children's knowledge is developed further to incorporate extreme weather and climate change.



Year 1 weather work



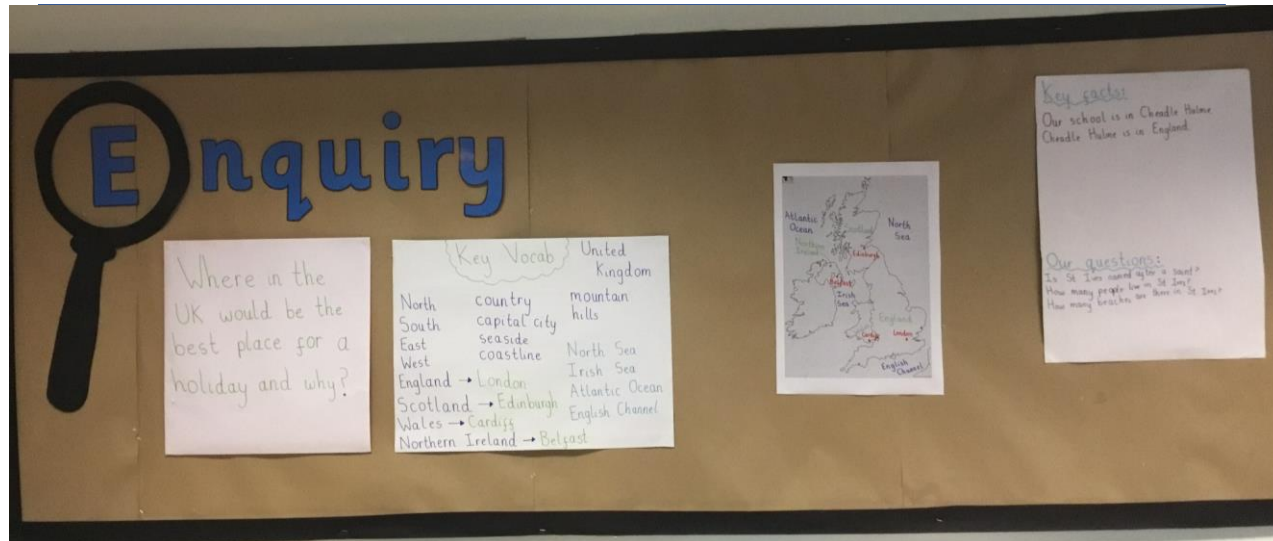
Year 2 weather work



How are knowledge, skills and vocabulary built upon throughout the school?

Key vocabulary is clearly mapped out within our bespoke SoW.

In KS1 the vocabulary is displayed on enquiry walls and in books at the start of each topic.



	Geography Key Vocabulary			
	Nursery	Reception	Year 1	Year 2
Autumn	Near/ Far Holiday Visit House Home Road Path Park Shops Woodland Forest Trees Path Land Water	Spring House Summer Home Autumn Home Winter Road Rain Path Sun Path Dry Park Wet Shops Snow School Hail Classroom/ Sleet library/ Cold office/ hall/ Warm playground Hot Ice	Human and physical features, park, street, local, local area, Cheadle Hulme, Conway Road, Turves Road, Bruntwood Park. Directional language: near/ far, left/ right.	Seasons- spring, summer, autumn, winter. Weather- common and more ambitious Seven continents and Five oceans.
Spring	Pond Lake Stream Beach Sea Journey Map Start End / finish	City Building Road Shop House Motorway Direction Park Same Different	Seasons- spring, summer, autumn, winter. Weather- common words for weather plus explicit teaching of more ambitious vocabulary such as torrential, breeze, blustery, heatwave, blazing. UK, England, N Ireland, Scotland, Wales. Map. Symbols.	UK, England, Scotland, Wales, N Ireland and capital cities- London, Edinburgh, Cardiff and Belfast. Urban, rural, map, North, South, East, West. Key, symbols. Human and physical features.
Summer	Rainforest Arctic Farm Desert Beach Hill Mountain City Countryside	Country Map Globe World Same Different Woodland Forest Trees Path Land Stream Pond River	Human and physical features, UK, names of the seven continents, equator, polar, Arctic, Antarctic, map, key, Northern and Southern hemisphere. Climate.	Human and physical features, rural, urban, coastal, continent, ocean, capital city. Japan, Tokyo, Hokkaido. Similarities, Differences. 7 continents and 5 oceans.

Pupil voice

Pupil voice activities with EYFS, Year 1 and 2 children showed that the children were understanding and retaining the information they were being taught.

EYFS

All children knew the vocabulary: city, forest, mountain.

“The city is busy because there are lots of cars and people”

“Bruntwood Park is very near to our school. The picture of the woods looks a little bit like our forest school and Bruntwood Park”.

Pupil voice

Year 1

“Lampposts and post boxes are human features and trees and bushes are physical features”.

Children identified school, Bruntwood park, Conway road, Turves road shops. They spoke about their walk into the local area.



Sorting human and physical features



Compass work

Year 2

“I can see Bruntwood park in the North”.

All children were able to identify N,E,S,W.

Inclusion – challenge and adaptation

We have created a reflective document to explain the strategies in place to support all children including those who have been identified as having Special Educational Needs/Disabilities. In doing this, we will ensure that all children are engaged in their learning and given the best possible chance to achieve their potential.

Our four key strategies are:

Strategy 1: Repeated Learning- can you still, songs and rhymes, weekly quizzes

Strategy 2: Collaborative learning- groupwork, paired work, whole class collaboration (DEAL)

Strategy 3: Duration of activity and avoidance of too much teacher talk.

Strategy 4: Recording in different ways- photographs, pictures, pot it notes, scribed writing, recording



SEND pupil voice

Positives

- Year 2 children could mostly name and the continents and countries in the UK.
- Year 1 children could name and locate countries in the UK.
- Year 2 children showed an understanding of colder parts of the world and could identify animals living in different areas.

For example: “polar bears live in the Arctic and penguins live in the Antarctic”.

“Arctic foxes live in the Arctic”.

- Year 1 and Year 2 children knew where they lived (good understanding of **place**).
- Children were able to talk about the world in relation to people they knew/places they had visited. Example: “my uncle lives in Australia” and could locate this on a map.

Things to think about

- Children struggled to name and locate oceans and surrounding seas.
- Children were less sure about hotter parts of the world.
- Children were less sure about key concept **scale**.

Inclusion – challenge and adaptation

We challenge our children to think and question deeply.

Children complete 'stretch and challenges' once they have finished their work.



STRETCH & CHALLENGE

Is everywhere in England the same as Cheadle Hulme? Explain your answer.

Assessment – Measuring progress, knowledge, skills and challenge

In KS1 assessment sheets are completed by the class teacher at the end of each unit. This highlights children that are working towards the expected standard and working at the expected standard in Geography.

Tools used weekly as formative assessment include:

- Monday Memory Games
- Can you still?
- Sticky learning – end of lesson activity
- Hot and cold tasks – map work
- Geography memory jogger

Strengths

- Unique, bespoke scheme of work.
- Children have a love of geography.
- Clear progression from Nursery – Year 2.
- ‘Can you still?’ to start every KS1 lesson.
- SEND strategies for learning.
- Stretch and challenges.
- Key concepts clearly mapped out.
- Key vocabulary clearly mapped out
- Sticky learning to end each KS1 lesson.

Next steps

- Develop children’s understanding of what geography is.
- Develop children’s understanding of the key concepts (particularly Year 2).
- Continue to develop fieldwork skills.
- Assess effectiveness of SEND strategies through SEND pupil voice.
- Geography memory jogger every week in Year 2.