



Respect for All. Learners for Life.

Geography

Rationale

Lister Infants Geography Rationale

“Respect for all, Learners for life”

Our school motto is the motivation behind our school and what makes our school curriculum unique. It is our core belief that entwines and leads the curriculum at our school.

Vision

To create a safe, happy, caring and inclusive school where children, staff, parents and visitors feel valued, are encouraged to succeed, are treated with respect, love learning and actively work together to be the best they can be.

Intent

The Staff and Governors of Lister Infant School aim to offer a stimulating curriculum and environment that allows all pupils to fulfil their potential regardless of race, creed, gender or ability and to develop a sense of their own worth and respect for others. We aim to support our pupils in becoming independent, resilient, lifelong learners with a positive attitude to school and life.

Lister Infants teaches a Geography curriculum based on the 2014 National Curriculum for primary schools. We have worked hard to develop our own curriculum model and methods for teaching this important subject to suit the needs of our children. Geography is coherently planned and sequenced towards sufficient knowledge, understanding and skills for future learning in a range of geographical contexts.

Our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Children investigate a range of places – both in the United Kingdom and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes. We are committed to providing children with opportunities to investigate and make enquiries about their local area of Tuebrook and their city of Liverpool so that they can develop of real sense of who they are, their heritage and what makes our local area unique and special. Lister Infant School also develops the children's ability to apply geographical skills to enable them to confidently communicate their findings and geographical understanding to a range of audiences. Through high quality teaching, we develop the essential characteristics needed to develop our pupils into competent geographers.

At Lister Infant School we aim to provide a culturally, rich curriculum through exposure to a range of geography related experiences. We use curriculum enrichment opportunities to enhance our children's learning experiences with first-hand experiences of their local area of Tuebrook and the wider city of Liverpool. There are planned opportunities for pupils to engage in fieldwork activities including local area walks and trips to enhance geographical awareness. Pupils from Nursery up to Year Two have the experience of exploring their environment in a variety of ways including, seasonal walks around the school grounds, walks to the local library and around the area of Tuebrook. There are also opportunities for pupils to go on fieldtrips to a wide range of localities

including Crosby Beach, the woodland at Formby, Newsham Park, as well as trips to the city centre to visit the landmarks of Liverpool including the River Mersey, the Albert Dock, the museums of Liverpool and the Walker Art Gallery.

Key Drivers:

- To provide an exciting and engaging Geography curriculum that is accessible to all pupils.
- To provide a culturally rich Geography curriculum, relevant to our children so they have breadth of experience.
- To ensure there is breadth, depth and progression in teaching and learning across the Geography curriculum, within and across year groups to increase pupil's knowledge, skills and understanding.
- To have high expectations of all our pupils by providing challenge.
- To encourage our children to persevere and aspire to be their best.
- To expose our children to a multitude of enrichment through trips, visitors, enhancements, themed weeks and days with plenty of locality links to inspire our children to learn and achieve.
- To foster a love of learning about their world and to make every child an enthusiastic geographer.

Implementation

Our Geography curriculum has been developed based on the 2014 National Curriculum and it is carefully mapped out to ensure sequential teaching within and across year groups. All lessons are taught sequentially to ensure learning builds on prior knowledge and that learning is deepened in each lesson. Taught concepts are revisited in different contexts to ensure learning is memorable. This ensures our children can make connections and make progress. The children in our school develop a geographical vocabulary by learning about where they live, as well as one other small area of the United Kingdom and a small area in a contrasting non-European country. They learn about weather patterns in the United Kingdom and hot and cold areas of the world. Pupils use ICT, world maps, atlases and globes, simple compass directions, aerial photographs and plans, as well as simple fieldwork and observational skills.

Teaching follows a carefully devised progression in knowledge, skills and understanding for the different taught areas with clear milestones for each year group to achieve. Clever repetition allows our children to master skills over time and develop fundamental skills in a range of geographical contexts. This results in our pupils becoming increasingly competent and confident geographers.

The Geography curriculum is carefully mapped out to ensure our children have a clear understanding of their local community, city and the wider world. In Nursery, geography is interwoven into topics. One of the first topics for nursery is called “Let’s Explore.” This topic enables pupils to start at a basic level of developing geographical awareness by learning about their nursery environment. This includes learning about the names of spaces in the Nursery and learning about the Nursery layout. The children learn where certain objects are kept, for example the sand and water toys are kept within their own vicinity. The children in the Nursery will also explore their nursery setting to go on seasonal walks and to make observations about their experiences. Then, further on in the year the children will be making their own simple plans related to the story called Rosie’s Walk which is part of their topic called “Down on the Farm.” In Reception, the geography curriculum enables pupils to explore beyond the Nursery setting. The focus now is on learning about the locality of the school and their local area of Tuebrook. Reception also find out about their wider world by then learning about the city of Liverpool through their topic called “In My Liverpool Home.” At this point pupils will begin to develop basic knowledge about location and place. In this topic the pupils are introduced to the map of the United Kingdom to locate Liverpool. During this year group the pupil’s geographical skills are further enhanced with a topic called “On Safari.” During this topic pupils are now looking at a world map to help them to find out where safari animals can be located. In the summer term, the children in Reception will continue to study the world map during their topic called “Up, Up and Away.” In this topic the pupils will learn about Australia and will develop an understanding about what it is like to live there by looking at a day in the life of a child in Australia. The carefully crafted geography curriculum design for the EYFS has embedded the firm foundations needed for our pupils to be successful geographers when they enter Key Stage One.

At Lister Infant School, each year group provides the building blocks for deeper learning into the next year group and to make connections. When our pupils enter Key Stage One they will be continuing to follow a carefully tailored Geography curriculum. In Key Stage One pupils will be learning geography in more depth, building upon their prior learning. There will be a deeper geographical context focusing on locational knowledge, place knowledge, human and physical geography and fieldwork. At Lister Infant School Geography is taught in blocks to gain depth in learning so children have time to gain a clear understanding of the unit of Geography being taught. Cross curricular links are also made with other subjects including English, maths, history, dance and art. This enables the children to learn geography through different contexts.

In Year One, the pupils develop their geographical skills through, for example, a topic called “Street Detectives.” This topic builds on the work the children have learnt in Reception. The children in Year One are now familiar with recognising the key landmarks of Liverpool because of their prior learning in Reception. Therefore, the children’s geographical skills are deepened in Year One by introducing aerial photographs and planning perspectives to recognise landmarks of the local area. They are also studying the human and physical features of the area which is further developed through fieldwork which enables the children to walk and study the local area. They also study the United Kingdom and learn where Liverpool is in relation to this. Additionally, the work in Reception related to locating where to find safari animals on a world map and the location

of Australia are further deepened in Year One by learning about Kenya as a contrasting non-European country and studying the similarities and differences compared to Liverpool.

In Year Two, geography is further deepened with pupils learning about the seven continents and five oceans. They also learn about a different continent than they did in Year One. This time pupils apply what they have learnt about the continent of Africa and Kenya and apply their geographical knowledge and skills to learn about the continent of South America and Brazil. The fieldwork in Year Two also enables the children to research locations further away from their immediate local area by explore the woodland and beach at Crosby and Formby.

Pupil's learning is also complemented by providing a range of trips, enhancements and real life learning experiences from Nursery up to Year Two. Nursery, for example, have the opportunity to go on seasonal walks around the school grounds. Reception, have the experience of going on a walk around their local area to find the oldest house in Liverpool and to visit the local library. Reception also have a visit from "Animals Take Over" to find out about animals in the Rainforest. This is to enhance their topic called "On Safari." Year One have the experience of studying and making observations of the local area by going on a field trip to explore their local area and also visit the local brook which gives the area Tuebrook its name. They visit local places of worship including the Bethel Church and St John's Church and the World Museum in Liverpool to find out more about the continent of Africa. Year 1 also have visitors from the local community who are able to talk to pupils about the local area and they also have the experience of learning African dance from professional guest dancers. Furthermore they visit Newsham Park to make local & seasonal observations.

Year Two also have the opportunity to go on a field trip to visit the beach and woodlands at Crosby and Formby. Year Two also find out more about their local area and city of Liverpool by visiting the Cavern Club, the Hard Day's Night Hotel and the Magical Beatles Museum during their topic of 'At Home and Further Away' which also coincides with our whole school Beatles Week celebration. Year 2 also go on a walk to the local Fire Station for the topic about the Great Fire of London, which further adds to their place knowledge of the local area.

The Geography curriculum is further enhanced through the learning environment and continuous provision. It allows pupils to have the opportunity to further develop their geographical skills through independent learning and research and to revise and consolidate their learning.

ICT is used at Lister Infant School to enable the pupils to explore geography using multimedia. ICT is interactive and enables children to access a range of maps of the locality and of the wider world. It is used as a teaching tool to explore geographical concepts. In key stage one pupils are competent a using Purple Mash and Google maps to enhance their geographical learning.

Inclusion

Our school is an inclusive school and in each class there are children with a range of additional needs including ADHD, Dyslexia, Speech and Language, ASD and moderate learning difficulties. Our school recognises that children, with these different needs, benefit from an adapted lesson to allow all children to be successful and access activities at a level appropriate to their skills and needs. Resources are used to cater to the needs of individuals and support provided by staff as necessary. Any pupils with special educational needs are identified and teachers ensure lessons are catered to suit every pupil's needs through adapting tasks, using resources and staff as necessary. We want all our pupils to apply what they know with increasing fluency and independence.

Family links

Parents have a considerable contribution to make to a child's success in school. They are strongly encouraged to be fully involved in their child's education. Parents are invited to termly open afternoons and Parent's Evenings to discuss their child's work and progress in all areas of the curriculum, including Geography. Parents are also encouraged to share their knowledge and skills with the pupils on topics for example related to our local area and environment. Twitter is used as a medium to share our exciting geography curriculum with our families. This is a way for families to see what the children have been learning in the classroom or through continuous provision, including, any visitors, trips or enhancements. This is always well received by the parents who love to tweet comments and share any home learning with the school too.

Impact

We expect all pupils to make progress which we see as knowing more and remembering more of the intended curriculum over time. We encourage our children to aspire to be confident geographers and expect the majority of our pupils to leave being able to achieve age related expectations in Geography at the end of their cohort year. We expect our pupils to retain knowledge that is pertinent to geography with a real life context and understand how geography 'happens' in their local area. They should have a good understanding about the world around them and how it has been shaped. At Lister Infant school above all, we expect our pupils to be confident geographers who have developed an enjoyment of learning geography and will continue with this into their future.

During the Foundation Stage and KS1, teachers complete ongoing informal assessment to support each child's learning and development, and to identify the next steps in their learning. Opportunities include teacher observation, questioning, child discussions and oral feedback against the learning objective and assessment criteria for the lesson. Teachers share these next steps with pupils to support children in moving their learning on.

Pre and post assessments are used at the beginning and end of each topic for Geography. This enables the teachers to have a starting point to move the learning forward with lessons pitched appropriately. It also helps to identify gaps in learning and identifies areas where misconceptions need to be addressed. The post assessment enables the teachers to assess how much has been learnt and also clearly identify the progress made.

At the end of each year teachers complete summative assessments against EYFS and National Curriculum level descriptors. Teachers must make a judgement as to whether the child's learning and development is best described by: the description of the level of development expected at the end of the year (expected); not yet at the level of development expected at the end of the year (emerging); or beyond the level of development expected at the end of the year (exceeding). (See assessment policy for further details). The school implements a termly programme of prioritised monitoring, review and evaluation which includes: book scrutiny, lesson observations were appropriate, pupil voice, and Learning walks.

The coordinator feeds back to the Senior Leadership Team by completing a mid-year and end of year report monitoring data for all children including specific groups. As a result of analysing data, actions are shared with staff and monitored by the co-ordinator. Additionally a learning walk takes place where lessons, books and pupil voice are triangulated to ensure high quality learning is happening. At the end of each year, a subject action plan is devised, monitored throughout the year and reviewed at the end of the following year.

We ensure all staff receive regular CPD in order to provide the highest quality of education to our pupils. Staff who have attended CPD training feedback to other members of staff at staff meetings to ensure good practice is implemented by all. We also invite experts into school to lead whole staff training and the subject lead attends meetings throughout the year with the Local Authority.

Lister Infant School has also been awarded the Geographical Association's Bronze Geography Primary Quality Mark. This is a prestigious award which recognises and promotes the quality and progress in geography leadership, curriculum development, and the teaching and learning of geography at our school.