



Geography

Springfield Infant School and Nursery

Intent

At Springfield, we have designed and follow a creative curriculum. We feel that this provides the opportunity to celebrate individuality and creativity in all of our children. The teaching of geography is an important part of developing our children's sense of themselves and their place in the world. We develop the children's appreciation and respect for diversity through many opportunities within the geography curriculum, as well as using cross-curricular links with; computing, mathematics, English, RHE, music, art and RE. We consider the crucial links between geography and an understanding of place, developing our children as responsible global citizens within the community of Springfield.

Our Springfield 'I CAN' values are embedded in our geography curriculum. At Springfield geography has a pivotal role of enabling and promoting **inclusivity**, children having their geographical skills and understanding **nurtured**, being **creative** and having the chance to challenge themselves and be **ambitious** in their geography. The skills children acquire in geography are a means of supporting their learning in a range of ways, and can be transferred to other areas of the curriculum.

The curriculum is planned and structured so that, with each year group's focus building on skills and concepts previously introduced and explored. Our progression of skills documents, map these out with rigour, so that we can ensure our children are always making progress with their geography knowledge, understanding and skills.

Implementation

At Springfield, we understand the importance of using the correct terminology and language to support our children's learning. Therefore, key vocabulary, which the children need to use and understand will be featured on knowledge organisers as well as on display in the classroom for learners to access at all times. Our planning documents, also identify the vocabulary that needs to be taught to and used by our children in order for them to succeed with their learning.

In the EYFS the children begin by exploring and discussing the features of their immediate environment, the natural world, their school, home and community. Their natural curiosity to discover the world around them is developed through adult led and independent choosing tasks, as part of their daily 'Busy Bee' explorative time, alongside the beginnings of map work and use of geographical language.

Moving into Key Stage One children build on their skills and knowledge by beginning to look at the wider world using maps, plans, atlases and technology such as Google Earth. The children develop their locational knowledge investigating places within our locality and across our wider world, making comparisons and drawing upon similarities and differences. They learn about people and communities exploring aspects of human and physical geography by investigating patterns and change. Most importantly, they learn to communicate geographically, carrying out fieldwork and developing a growing geographical vocabulary.

In Year One, children develop skills in mapping and identifying local landmarks as well as those in London of national significance. They look at seasonal changes and weather patterns across the UK. Children begin to explore maps of the wider world, looking at atlases and globes and identifying continents and oceans. They learn about the animals that live in different areas and the adaptations they have made because of the features of their habitats. They develop their geographical knowledge of the United Kingdom, learning to identify countries, cities and flags. They begin to make comparisons between their local area of the UK and regions further afield, such as Antarctica, linked to their 'Global Explorers' topic.

In Year Two these geographical skills and vocabulary continue to develop. Children learn more about places further afield, contrasting areas of the UK with areas of Kenya. As well as looking at other areas of geographical importance linked to their 'African Safari' topic, such as the Sahara and Kalahari deserts and the Congo basin. Moreover, they look at weather patterns on a global scale.

Over the school year, there are a number special events and practical, exciting activities are used to inspire children and foster an enthusiasm for learning about the world around them. Learning takes place both indoors and out. Carefully planned off-site-visits and fieldwork ignite children's passion for the subject and they begin to see themselves as geographers. The children's learning is further enriched and developed through a Springfield themed weeks. These happen three times a year and the children have the opportunity to come off of the 'typical' curriculum timetable and become fully immersed in specific theme. During these weeks, we draw upon the support from our local Springfield community but as a way to teach our children about the wider world. In our 'Communities of Springfield Week,' families from a range of backgrounds and countries, came in to share knowledge, artefacts, cuisine and language from around the world. Not only does this broaden our children's understanding of the wider world but it helps them to make connections and find their place in their local community.

Impact

Children enjoy geography at Springfield. They are enthusiastic about finding out about the world around them enjoying the opportunities provided for learning outdoors and through curriculum links to other areas.

Our learners have an understanding of their place in the world. They know about the similarities and differences between places and communities and have respect for different cultures. They make good progress, and at the end of Key Stage One are equipped with a set of skills and knowledge that they can use across the curriculum in the next stage of their learning.