



Learning Together, Success Forever

What makes me a geographer?

Why is Geography important at our school?

Intent:

The Geography curriculum at Manor Park Infant and Nursery School is designed to inspire pupils with a life long curiosity and fascination about the immediate world around them, the wider world and its inhabitants. It is our aim to instil a love of geography in all our children, to encourage them to become explorers. As such, we want our children to become familiar with their locality but we also want them to be inquisitive about the wider world and to be motivated to find out about different areas. Above all, we want our Geography curriculum to be relevant to our children and, as such, have planned our progression of knowledge and skills with both these factors in mind.

Implementation:

To ensure high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school which enables all children to gain real, practical or field based experiences, skills and understanding. Planning in school is structured systematically and has been tailored to the needs of our children and to reflect our locality.

Teachers have thorough subject knowledge, geographical skills and high expectations of our children in order that they elicit the best possible learning and outcomes for the children in their classes. Children are increasingly expected to give precise explanations, using technical and geographical terminology appropriately. Teachers model this practice, using the correct language within all learning (see medium term planning for key vocabulary for each unit of work). Important geographical skills (using maps, atlases, globes and digital mapping, using locational and directional language, using aerial photographs, devising maps, using Ordnance Survey maps and fieldwork) are clearly organised to ensure children build upon what they already know.

In each classroom you will see:

- An enquiry question that drives the learning and skills throughout each unit of work.
- An exciting hook which instantly engages the pupils in their learning.
- Geography being taught discreetly. We ensure we make sophisticated links across subjects to make sure there was cohesion across the whole curriculum.
- Practical and field based learning for each year group.
- Pupils making use of and building upon their prior learning in order to move their geographical understanding forward.
- Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.

Impact:

The impact and measure of our Geography curriculum is to ensure that children at Manor Park are equipped with geographical knowledge and skills that will enable them to be ready for the curriculum at Key Stage 2 and for life as an adult in the wider world. Our geography curriculum helps our children to make sense of the world around them and piques their curiosity in places and people. It engages pupils in their world, often spurring them into action- to explore and look after their world.

By the time the children at Manor Park leave our school, they should have developed:

- A sense of curiosity and passion to find out about the world around them.
- Experience and appreciation of their local area.
- Be proud of their area, heritage and to value other cultures.
- Gain a deeper understanding of different parts of the world that they may not have experienced.
- Become responsible citizens, understanding the importance of sustainability, being eco-friendly and aware of factors that are impacting our environment.

Geography: Unit by Unit

At Manor Park Infant and Nursery School, we have our own bespoke, unique curriculum that prioritises progression, knowledge and skills.

F1: Nursery

EYFS: Understanding the world: Understanding the world involves enabling the children to make sense of their physical world and their community. In Nursery, the children's personal experiences are key as they contribute to children's emerging sense of place, such where they live and other familiar places. We are mindful that some children have more experiences outside their locality than others. As such, we plan frequent opportunities for the children in F1 to have a range of experiences that increase their knowledge and sense of the world around them – such as meeting important members of society- vets, police officers, dentists, fire fighters, RNLI staff.

My Area: Calverton

The children in Foundation 1 work on the location of objects in their immediate environment- developing their knowledge of distance, orientation, scale and positioning systems. They then move onto looking at our immediate area- our school is in Calverton. The children go on a welly walk around the school grounds and spot geographical features (e.g field, school, path, trees). The teacher takes photographs and the children sequence photos to recall features seen on the walk. The children have a 'travelling Ted' that they take turns to take home and share adventures with. To develop their sense of place, the children meet people from their local community- vets, police officers, dentists, fire fighters to build their personal experiences and sense of place.

Wider world

To begin to look at the wider world and further their sense of curiosity, the children visit a local (within Nottingham) farm. After their fieldwork, they use small world play or the role play area to represent their visit to the farm. They are also shown various world globes, maps and atlases in different forms. They look at a map of the British Isles, the associated flags and celebrate Saint's days through the year.

Mapping it out

The children explore their setting's outdoor area, noticing and naming its features (e.g. play equipment, different areas and surfaces, flower beds). The children explore a plentiful supply of maps and explore what places look like on maps. They map out a journey through a favourite story. They then make a landscape from construction and small world materials and map it out. They go on a treasure hunt- hiding teddies and treasure and using maps to find them.

Weather and Seasons

The children spend the entire year looking the weather and seasons. The school grounds are used to study the changing weather and the Nursery staff make good use of opportunities to study seasonal weather as and when it occurs. For example, the children fly kites or wind streamers and use compasses with support to check the wind direction, they build snow men in the snow and collect water in a water butt. The children sing songs and learn poems and rhymes about the weather. They read books (fiction and non fiction) about the weather and seasons and they learn how to dress for the weather as it changes through the year.

F2: Reception

My Area: Calverton and The British Isles

The children in Foundation 2 begin by looking at their local village- Calverton. They go on a walk, using all their senses, to explore their area. They record their findings from their field work (photographs, pictures, verbal discussions) then decide what features they like and dislike about their local area. They move onto looking at the city of Nottingham. They compare the village of Calverton to the city of Nottingham. The children are introduced to a plentiful supply of globes, maps, atlases. They learn that they live in England, which is part of the British Isles. They learn to name the countries of the British Isles.

Wider World: Africa

The children visit the local shops to buy a basket of fruit that they bring back to school and then answer the question- where in the world does our food come from?- looking at globes, maps and atlases. They use blow up balloons or balls and felt pens to practise locating on a globe. They draw on the poles and the imaginary equator. They use google earth to find the places. They read texts set in Africa, create journey maps through the texts and role play the stories. They explore how we can travel around the world. They find out about an African savanna and it's inhabitants (animals and humans). They compare life in Africa to their own lives (houses, food, clothes). They use fiction and non fiction texts to help them consider how they can help to look after their world.

Mapping it Out

Children begin by exploring a range of maps. They then make a 'meaningful map'. This means they are invited to create maps from memory of places in their immediate home locality adding annotation as they do so and writing about why places have been identified as being special. This is a diagnostic and informative tool for the class teacher. Linked to their prior knowledge of traditional tales, the children answer the question: where is the three bears cottage? They act out the story, create a map then label the map. The children then use a digital large-scale map of the school (using Digi Map for Schools) and add emoticons to show how they feel. The children draw a base map for use with Bee Bots and create a chalk map on the playground to give each other directions.

Weather and Seasons

The children look at the daily local weather forecast. They learn about the 4 seasons of the year and the associated changes and weather. They keep a record to track the changes through the year.

Key Stage One

Year 1

Calverton and the Isle of Coll (Year A)

The children go on a bus journey around Calverton to find and name geographical features. They collate and record their findings, deciding what they like/ dislike about their local area. They look at maps of the local area and begin to identify features- comparing to their fieldwork findings. They find out about another small area of the United Kingdom (Isle of Coll), reading Katie Morag stories as a hook. They find geographical features of the Isle of Coll and then decide where they would prefer to live.

Calverton and India (Year B)

They find out about another small area outside of the United Kingdom (Chembakolli-India). They find geographical features of Chembakolli and then decide where they would prefer to live.

Mapping it Out

The children make use a plentiful supply of globes, maps and atlases. They find the equator and North and South Poles on a globe. Building on their skills learnt in F2, the children use the text: Window - Jeanne Baker to answer the questions: Where is the window you're looking out of? What is happening at different times of the day/ year? (linked to seasons). They use small cardboard picture frames, walk around outside and frame different views, naming what they can see. They then map from memory. After using this activity as a diagnostic tool, the teacher will use Google Earth, Google maps and Trip Geo to gain an oblique and bird's eye perspectives of our school. They make 3D maps of our school from Lego, junk models then move onto using use a printed and laminated large scale 1:1250 OS map of the school and surrounds as a base table map for children to build and / or draw on- they will add labels, emoticons, captions, symbols. They finally look down on objects in their classroom and create a plan.

Weather

The children record weather in one or more places in the school grounds and mapping location(s) on a topographical plan of the grounds.

Key Stage 1

Year 2

Calverton and the Isle of Coll (Year A)

The children will begin by using world maps, atlases and globes to identify the United Kingdom and its countries and the place they live. The children go on a bus journey around Calverton following their geolocated position on the Ordnance Survey Mapping App or using tablets. They use a journey map to find and name geographical features. They collate and record their findings- categorising into human and physical features. After the journey, they look at maps of the local area to identify features- comparing to their fieldwork findings. They find out about another small area of the United Kingdom (Isle of Coll), reading Katie Morag stories as a hook. They look at photographs and maps of the Isle of Coll, annotate geographical features- human and physical. They decide where they would prefer to live and why.

Calverton and India (Year B)

The children begin by using world maps, atlases and globes to identify the United Kingdom and its countries and the place they live. They find out about another small area outside of the United Kingdom (Chembakolli-India). They will look at photographs and maps of Chembakolli, annotate geographical features- human and physical. They decide where they would prefer to live and why.

Mapping it Out

Building on all previously learnt skills, the children will use a globe to locate the continents and oceans, the North and South Poles- familiarising through games and quick activities. They will map out the British Isles, naming the countries, capital cities and surrounding seas. They will be given maps of our local area and will begin by adding information to given maps- emoticons, text, pictures. They carry out a geographical drift walk then collate a list of features of our school. They will then begin to use directional language- N, S, E, W- and will use a compass on the playground. They will look at an ordinance survey map and learn which direction is North. They will use symbols on maps (agreed) and know that symbols mean something. They will find a given OS symbol on a map. They will begin to realise why maps need a key. They will look at aerial photographs to find information then create their own map use it to answer the questions: Where is this place? What is it like? What can you do here? They will draw some objects to scale using squared paper.

Weather

The children will map weather data on a map of the UK and add simple symbols. They will also use an atlas to find other places in the UK and look at boundaries between the countries of the UK. They will track weather around the world- looking at hot and cold regions.