

Curriculum overview: At Courthill, we provide a broad, progressive and challenging curriculum to enable all children to thrive, develop a thirst to learn more and be the best they can be. We set high expectations that nurture all children to develop their learning skills as well as develop a Growth Mindset, enabling them to succeed academically and become ambitious individuals. At Courthill, our adaptive curriculum takes into account gaps in learning that may have arisen from the pandemic as well as being tailored to our local context. This provides us the platform to powerfully address social disadvantage.



Curriculum Statement for Geography

<p>Intent <i>Purpose</i></p>	<p>At Courthill Infant School we inspire pupils to develop a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We equip children with geographical skills to develop their knowledge through studying places, people, natural and human environments. As the children progress through the school their understanding of the Earth’s human and physical forms and processes will deepen.</p>
<p>Intent <i>Aims</i></p>	<p>The Early Years Framework for Understanding the World aims to:</p> <ul style="list-style-type: none"> • Guide children to make sense of their physical world and their community. • Provide children with enriching experiences to increase their knowledge and sense of the world around them (visiting libraries, meeting the police, nurses and firefighters). • Provide a broad selection of stories, non-fiction, rhymes and poems that will foster their understanding of our culturally, socially, technologically and ecologically diverse world. • Build on important key words that support understanding across domains. <p>The National Curriculum for Geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • Develop contextual knowledge of the location of globally significant places, and define their physical and human characteristics. • Understand processes that give rise to key physical and human geographical features of the world and how these change over time. • Become competent in the geographical skills required to: collect, analyse, and communicate a range of data through fieldwork, interpret a range of sources (maps, diagrams, globes, aerial photos) and communicate geographical information through maps, numerical and quantitative skills and writing at length.
<p>Implementation <i>What planning looks like</i></p>	<p>In Early Years geography is taught all year round. It can feature heavily in some topics more than others can, however children always have an opportunity to express their geographical curiosity through child initiated play. Planning is created on a half-termly basis using both the EYFS Statutory Framework and Courthill Infant School’s progression document.</p> <p>In Key Stage 1 geography is taught on a half termly basis. This allows the children to achieve greater depth in their understanding, through a broad and balanced curriculum. Using ‘Rosenshine’s principle’ geography’s key skills and knowledge is revisited all year round, through cross curricular links and cultural capital opportunities.</p> <p>Progression is thought-out and planned for the whole school ensuring start and end points are clear to support long term planning. The development of skills is identified through medium term plans within each year group. The medium term plans are used to develop the full range of knowledge, understanding and skills defined in the National Curriculum, through clearly stated learning goals, relevant and varied activities and worthwhile, motivating enquiries.</p> <p>SEND</p> <p>At Courthill Infant School we strive to provide all pupils with a broad and balanced curriculum that meets the specific needs of individual pupils with suitable challenge. Our curriculum aims to respond to pupils’ diverse needs across the school and to overcome any barriers to their learning. Under each ‘Key Topic Knowledge and Skills’ section SEND have been identified in bold with the expectation that all pupils will achieve these outcomes by the end of the year.</p>

	<p>In geography we strive to address the key objectives through differentiated questioning to support understanding and consolidation of previous learning through the practise of overlearning and retrieval. We provide children with additional resources for example globes, atlases, maps and pictorial word banks as well as teachers demonstrating and scaffolding new knowledge. Children are given the opportunity to verbally express their understanding with adult support to scribe. Practical and physical learning is also planned for those children who learn kinaesthetically for example setting up a map of the United Kingdom in the playground and children ‘flying’ to each country. We feel using these different approaches to teaching, children will be supported to overcome barriers and demonstrate what they can do.</p>
<p>Implementation <i>What teaching looks like</i></p>	<p>In Early Years our pupil’s start their geographical experience in Foundation where they learn about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and then how environments might vary from one another. They do this through child-initiated exploration in the Woodland Area, Creation Station and Discovery Garden using stories, atlases and imaginative play as their stimulus.</p> <p>The children build on their geographical skills in Key Stage 1, where they learn about their local area and compare their life in this area with that of other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. The geography teaching motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind. Where appropriate, the geography curriculum promotes key British Values so our children have exposure to a wide experience of local and global learning, where there are opportunities for respect and tolerance when embracing differences within the world we live in.</p>
<p>Impact <i>What learning looks like</i></p>	<p>Through the breadth and depth of our geography curriculum, our children are provided with a broad knowledge of the world they live in and understand, as responsible citizens, how they need to care and preserve the planet for future generations. The curriculum design supports progress across the school relative to the child’s individual starting point and their progression of skills. Our geography curriculum will also lead pupils to be enthusiastic geography learners, evidenced in a range of ways, including pupil voice and work in their learning journals.</p>

What do children at Courthill say about **Geography**?

I like learning about the world. Did you know it is really, really big and it has lots of countries in it? Some places are really hot like a desert, but some places are made of ice and it is really cold. I can show you on a map.

Sienna
Year R

Geography is learning about the world. I know in the United Kingdom it connects England, Scotland and Wales and Northern Island is an island on its own. I liked using a compass in geography.

James
Year 1

In geography we find out where countries are, we learn what happens in those countries and their traditions. I liked learning about the climate of the different continents, I used colours on a map of the world; the red means hot, yellow is second warmest and blue is cold.

Theo
Year 2