



Rednal Hill Infant School Approach to Geography

Intent

Rednal Hill's Geography Curriculum is child centred and takes account of the age and stage of our children as well as our local area. The sequenced and cumulative units enable children to explore, question, and understand the world around them. Children build geographical knowledge and skills starting with surroundings meaningful to them. Through KS1 children develop deep knowledge of places, people, and environments while strengthening their locational, human, and physical geography skills. They also begin to recognise their role as global citizens. Children communicate geographical information utilising maps, globes, numerical information and written work. Our Geography curriculum aims to inspire pupils to have a curiosity about the world and its diverse places and people.

Implementation

- Curriculum Design: Geography is taught through units of work that build children's understanding of Geography through thematic learning and strands of skills. These are carefully sequenced so that disciplinary knowledge is built alongside substantive knowledge. Units of work have been thoughtfully and intentionally considered to reflect the requirements of the National Curriculum as well as our locality.
- In the EYFS: Within Development Matters the 'Understanding of the World' section is the driver to provide carefully planned experiences to develop an awareness of place. Geography begins with children's home and school.
- In KS1: Children study the geography of both our school and immediate local area through field work, aerial photographs and maps. They build an understanding of Physical and Human characteristics. They go on to learn about the UK, its surrounding seas and oceans, then the continents and oceans of the world.
- Approach: Units of work are built through a sequence of lessons, moving from looking at geographical features in

the immediate area and local area to knowledge of the UK, then the world.

- Substantive and disciplinary knowledge are interwoven within units along with key geographical vocabulary.

Assessment

- The main assessment tools are formative.
- Assessment for Learning is used to shape retrieval focus. Feedback approaches are used to target small gaps in individual's learning.
- Evidence of knowledge and understanding is captured in Enquiry books and Pupil Book Studies (Alex Bedford) are used to assess long term memory recall.
- Children's end of year learning is summarised and captured as a summative judgement.

Impact

- Children demonstrate an understanding of Geography and thinking as a geographer.
- Children can recall substantive knowledge about local, national and international places in Geography with an increasing understanding of the disciplinary skills of data collection, field work and mapping.

- Children are enthused to discuss what they have learned and look to expand their knowledge of the globe by asking pertinent questions.

Inclusion

- High repetition within and between sessions support transference to the long term memory.
- Scaffolds both during teaching and learning and also in independent tasks aid children when accessing learning.
- Children's individual needs are considered when tailoring the recording of learning and practice is adapted.
- Learners who are ready are challenged with questioning and tasks that deepen their geographical understanding.