



Mastery in Geography at Charlton Kings Infants' School

'Building Geographers'

Beliefs and values:

At CKIS we want to inspire our children to be curious about the world around them. Our aim is that all children will gain knowledge and understanding of the diversity of places, people, resources and natural and human environments within our world. We also want to ensure that our children begin to develop their deep understanding of the Earth's key physical and human processes by:

- Understanding and using basic specific vocabulary relating to human and physical geography.
- Beginning to use their developing geographical skills, including observation to enhance their awareness of their location.

Mastery teaching and learning in Geography:

In the **EYFS** (Kindergarten and Reception), children experience Geography by developing their understanding of 'The World' through a range of practical and play based learning opportunities. These are linked to the Early Years Framework and Development Matters. Children:

- Know about similarities and differences in relation to places they have visited or explore through stories and shared experiences.
- Talk about the features of their own immediate environment and how environments might vary from one another.

In **Key stage 1** teaching and learning objectives are linked to the National Curriculum. Children are immersed in a range of high quality whole class and continuous provision learning opportunities that encourage observation and consideration of both natural and human environments. Some themes throughout the year will have a stronger geographical focus than others.

During KS1 children are taught to:

- Develop their **knowledge of location** by naming and locating the world's 7 continents and 5 oceans, naming, locating and identifying characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.
- Develop their **knowledge of place** by understanding geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Year 1 will explore the physical characteristics of Antarctica and contrast with the Savannah. Children in year 2 will study countries of choice during the 'All about me topic'. Teachers will plan opportunities based on the children's interests. During 'One World Week', all year groups/classes will focus on a different continent, outside of Europe.
- Develop their understanding of **human and physical geography** by:
 - identifying seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
 - using basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - using basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- Develop their **geographical skills and fieldwork** by:
 - using world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at KS1.
 - using simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map.
 - using aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

Monitoring, Evaluation and Improvement:

Assessment criteria are written into our school curriculum and medium term plans. Teachers monitor children's progress and attainment throughout the year in order to inform ongoing teaching and learning. The subject leader and SLT monitor the quality of teaching and learning in Geography through learning walks, lesson study, pupil conferencing and scrutiny of evidence (children's comments/discussions during historical enquiries and individual 'learning journals'). Planning is reviewed annually and advice is given where necessary. The co-ordinator attends relevant subject training and feeds back to colleagues in order to ensure that improvements to the teaching and learning of Geography are constantly reviewed and planned for.