

Geography at Church Eaton



What are our aims?

EYFS (Early Years Foundation Stage)

Understanding of the world educational programme (taken from the EYFS Framework 2020)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Key Stages 1 and 2

- To develop **contextual knowledge of the location of globally significant places** – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- To understand the processes that give rise to key **physical and human geographical features** of the world, how these are interdependent and how they bring about spatial variation and change over time.

To be competent in the **geographical skills** needed to:

- collect, analyse and communicate with a range of data gathered through experiences of **fieldwork** that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs
- communicate geographical information in various ways, including through maps, numerical and quantitative skills and writing at length.

What do we cover in EYFS?

Early Years geographical skills are drawn from People and Communities strand found in **Understanding the World**.

	Nursery	Reception
People and Communities	<ul style="list-style-type: none">• Show interest in different occupations.	<ul style="list-style-type: none">• Draw information from a simple map.• Recognise some similarities and differences between life in this country and life in other countries.• Recognise some environments that are different to the one in which they live.

What do we cover in Years 1 to 6?

Our Geography key concepts are embedded throughout the curriculum. Our procedural knowledge progression map then outlines what we want your child to learn at the different stages of their time at Church Eaton.

Concept	Years 1 and 2	Years 3 and 4	Years 5 and 6
To Investigate places	<p>Identify the key features of a location to say whether it is a city, town, village, coastal or rural area.</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world’s continents and oceans. 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate countries of Europe and identify their main physical and human characteristics. 	<ul style="list-style-type: none"> • Collect and analyse statistics and other information to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London’s Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics.
To investigate patterns.	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • Identify 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. • Identify land use around the school. 	<ul style="list-style-type: none"> • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. 	<ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world.

			<ul style="list-style-type: none"> • Describe how countries and geographical regions are interconnected and interdependent. • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.
To communicate geographically.	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: • key physical features, including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g., near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). 	<ul style="list-style-type: none"> • Describe key aspects of: • physical geography, including volcanoes and earthquakes • human geography, including settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 	<ul style="list-style-type: none"> • Describe and understand key aspects of: • physical geography, including climate zones, biomes and vegetation belts, rivers, mountains and the water cycle. • human geography, including settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

What does learning look like in EYFS?

Your child will begin to follow the seven-part lesson plan when they join in with small group adult led activities (see below). They also will take part in Continuous Provision. Activities for Continuous Provision are linked to current learning, previous learning or child choice. We call it 'Busy Bee Time' so that the children know that they are not just 'playing.' The activities are loosely planned and enable children to take their own learning where they wish to. They access resources with a degree of independence and are taught how to manage risk safely through modelling and expectation. Learning during Continuous Provision holds the same amount of merit as Adult Directed learning if not more so.

What does learning look like in Years 1-6

Your child is taught in mixed aged classes and will complete units of work that can take up to 6 weeks to finish. We begin each unit with a big question to stimulate discussion and provide links with other areas of the curriculum throughout the unit. For each lesson, or sequence of lessons, we follow a seven-step model based on research completed by the EEF (Education Endowment Foundation) [The Seven Step Model](#).

Step 1: Activating Prior Knowledge: We begin by considering the key concepts that we have taught previously and what your child will need to know to access the learning. We ask a series of questions about what they have learned previously that is relevant. Your child will be reminded of the vocabulary and knowledge that they have acquired which will help with the next task.

Step 2: Explicit Strategy Instruction- We introduce the new knowledge, new vocabulary and/or new technique to your child. We ensure that they are not taught too much in one go as we do not want to overload their working memory. We talk to them about how they will complete the task and take them through each step as well as discussing strategies and how to manage their emotions

Step 2: Modelling of learned strategy: We always model how to complete each step of the task then. We show which strategy we will use and how we manage our emotions during the learning process.

Step 4 Memorisation of strategy: We check to see if your child has understood what they have been taught.

Step 5 Guided Practice We then provide lots of opportunities for them to practice and gradually remove support as they become more comfortable. Sometimes your child might need extra help, so they are supported in a way which promotes and sustains their confidence and competence once the scaffold is removed

Step 6 Independent practice: Your child may then complete the task by themselves without support

Step 7: Structured reflection: Finally, we think about what went well and what they would do differently next time. We encourage pupils to reflect on how their emotions and motivation levels affected their performance in the task. This can take place as whole class, Individually or in small groups.

How do we track progress in EYFS?

Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in a variety of forms in the children's Tapestry accounts, floor books or their exercise books. Each child's progress is assessed whether they are working below age related expectations, working within age related expectations, or working above age related expectations.

At the end of EYFS (Reception) Children will be assessed using the Early Learning Goals. They will either be emerging at the goal or achieved it.

ELG People, culture and communities

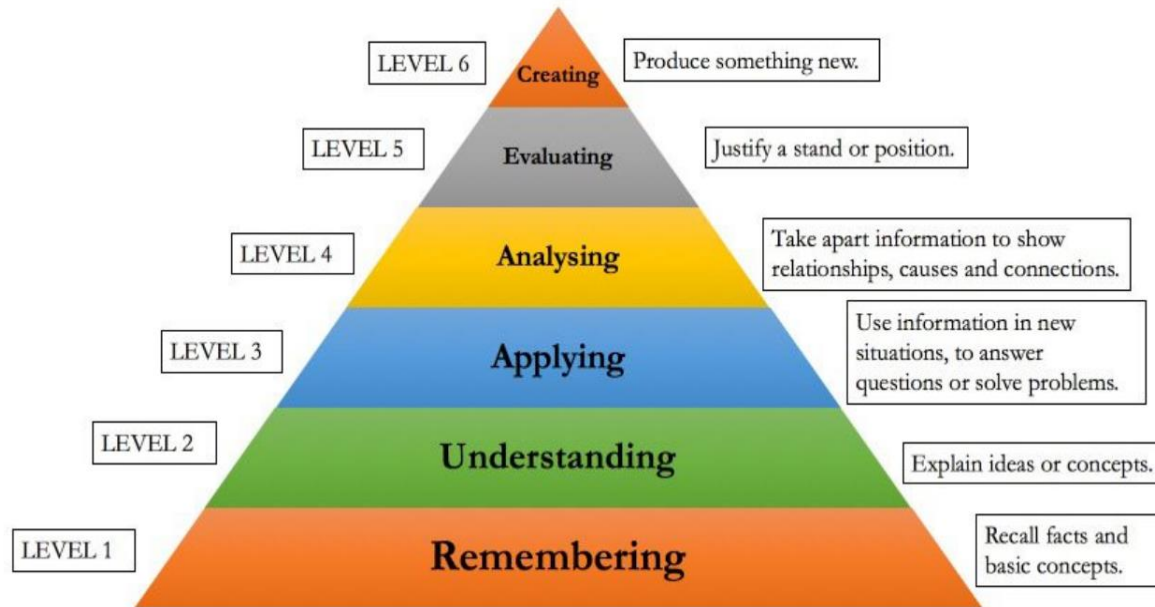
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

How do we track progress in Years 1-6?

Children complete endpoint assessments which we call Products., We then complete book looks/ pupil interviews and regular moderation exercises of this work to check on the progress made and identify how we can support your child in the future.

Because your child is in a mixed age class, which they stay in for two years, we may repeat a concept or a chunk of learning several times. As your child becomes more secure in their understanding of this concept, we are then able to identify the depth of their knowledge. We use Bloom's Taxonomy' to do this. Bloom's Taxonomy attempts to classify learning stages from remembering facts to being able to create new ideas with the knowledge that has been gained. The idea of Bloom's Taxonomy is

that learning is a consecutive process. Before applying a concept in real life, we must understand it. Before we understand a concept, we must remember the key facts related to it. It looks like this.



As a rough guide, we aim for children to be working at these levels

Year	Years 1 and 2			Years 3 and 4			Years 5 and 6		
	Year 1	Year1/2	Year 2	Year 3	Year 3/4	Year 4	Year 5	Year5/6	Year 6
Depth of Knowledge demonstrated	Remember	Understand Apply	Analyse Create Evaluate	Remember	Understand Apply	Analyse Create Evaluate	Remember	Understand Apply	Analyse Create Evaluate