



Dobcroft vision for geography

We want the children at Dobcroft to leave our school with a curiosity and understanding of the world around them.

Through the national curriculum, we will support children at Dobcroft to:

- gain knowledge about the world, the United Kingdom and our locality.
- develop an awareness of climate and seasonal change and the effects upon living things.
- begin to understand what it is like to live in Millhouses, compared with other places.
- ensure they have an understanding of their environment, the wider environment and an awareness of the effects they can have on it.
- gain an understanding of geographical similarities and differences through studying an area of the United Kingdom and a contrasting city.
- develop positive images of other places in the world and the people who live there.
- observe, ask questions, propose solutions and think about environmental issues such as sustainability and global warming.
- develop a range of geographical skills:
 - (i) Fieldwork – observing and comparing (noticing similarities and differences) places and geographical features.
 - (ii) Communication – using appropriate geographical vocabulary
 - (iii) Measuring and recording (weather)
 - (iv) Interpreting and using maps, atlases, globes, photographs, plans, satellite pictures, etc.
 - (v) Enquiry skills, asking questions (for example, “What is it like to live in this place?’)
 - (vi) Reflective skills , e.g. using empathy. Expressing their own views about people, places and environments.

Children learn about Geographical concepts (substantive knowledge) enabling them to understand the real world through fieldwork and real first-hand experiences. Geographical enquiry of asking questions enables pupils to learn the disciplinary knowledge required of geographers.

At Dobcroft Nursery Infant School, geographical skills and disciplinary knowledge are embedded within each unit studied. Concepts are revisited through spaced practice and developed throughout all key stages, eg, concepts, such as 'Location' are introduced in EYFS and taught again in Key Stage 1. This approach enables pupils to secure their understanding for each concept and over time.

Our implementation:

At Dobcroft Nursery Infant school we use a variety of teaching and learning styles in our geography lessons. Our Geography curriculum enables children to work as a whole class, in small groups or individuals, and is designed to arouse the children's interest and curiosity about the world we live in. We encourage our children to ask as well as answer geographical questions. We provide the opportunities to use a variety of data, such as maps, graphs, pictures, and aerial photographs, and we enable them to use technology in geography lessons where this serves to enhance their learning. Children take part in discussions reflecting on the similarities and differences of places studied and they present to the rest of the class. Through the Geography curriculum, children develop their knowledge of people and places to understand the physical, social and economic forces which shape those places and the lifestyles of the people who live there. They study the local area and issues and extend these studies into the wider world, so giving them a global awareness.

At Dobcroft Nursery Infant School we believe it is important children learn about the value of being eco-friendly and belonging to a sustainable society. Fieldwork is integral to good geography teaching and we provide as many opportunities as we can to involve children in practical geographical research and enquiry. Educational visits make the learning more meaningful and enjoyable. Wherever possible, we involve the children in real first hand geographical activities and experiences, e.g. comparing the human and physical features of Millhouses and Sheffield by taking walks around the village and local area.

We recognise the fact that there are children of widely different geographical abilities in all classes and we provide suitable learning opportunities for all children by ensuring the learning is of high challenge but low threat.

At Dobcroft Nursery Infant School, Geography provides the first opportunity for children to interact with their environment and see how the environment influences them. It helps to develop children's natural fascination about the world around them. We use this definition of Geography with the children:

Geography teaches us about our planet (Earth) and the world we live in. We learn about different places, the continents and countries as well as the oceans, rivers, deserts or mountains on our planet. We look at facts about natural environments and landforms and will discuss how people live in different parts of the world, learning about different people and places. In geography, we also learn about the effects climate change has on the people around the world and we will learn how to protect our environment so we can help to preserve the earth for future generations.

We aim for our children to become more expert as they progress through our Geography curriculum connecting the substantive and disciplinary Geographical knowledge.

Substantive knowledge – this is the subject knowledge and vocabulary used to learn about the content.
Disciplinary knowledge – this is the insight into how geography experts think and over time children gradually begin to think like a geographer.

At Dobcroft Nursery Infant School pupils learn substantive knowledge (the Geographical knowledge specified within the National Curriculum) to enable them to understand the world around them. Substantive knowledge is organised within four areas as shown in the table below. We have 5 concepts that underpin our Geography curriculum and they repeated throughout curriculum with substantive knowledge being constantly developed as children progress through the year groups.

Substantive Knowledge			
Location Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork

Disciplinary knowledge is enabling our children to think like a geographer and think about how they find out things that they already know. This is through geographical enquiry and fieldwork methods. Within Geography it involves children using their knowledge of what they know and being able to apply this to everyday experiences and challenges that people and the world face. At Dobcroft Nursery Infant School disciplinary knowledge is taught through 'communicating geographically' and embedded within each unit of learning.

EYFS

Geography in Foundation Stage is covered in the 'Understanding the World' area of the EYFS Curriculum. It is introduced directly and indirectly through activities that encourage every child to explore, observe, ask questions and talk about the world around them.

Geography is planned in to termly themes, as part of the area of learning 'Knowledge and Understanding of the World'. In working towards the Early Learning Goals, children are developing skills, knowledge and understanding that help them to make sense of the world. This forms the foundation for later work in Geography in Key Stage 1.

1. In the Foundation Stage

children find out about their

Geography		
Three and Four-Year-Olds	Mathematics	
Reception	Understanding the World	
ELG	Understanding the World	People, Culture and Communities
		The Natural World

• Understand position through words alone. For example, 'The bag is under the table,' – with no pointing.

• Describe a familiar route.

• Discuss routes and locations, using words like 'in front of' and 'behind'.

• Use all their senses in hands-on exploration of natural materials.

• Begin to understand the need to respect and care for the natural environment and all living things.

• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

• Draw information from a simple map.

• Recognise some similarities and differences between life in this country and life in other countries.

• Explore the natural world around them.

• Recognise some environments that are different to the one in which they live.

• 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.

• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

• Understand some important processes and changes in the natural world around them, including the seasons.

local environment and begin to develop a geographical vocabulary. Geography activities are planned that provide opportunities to explore, observe, discuss and record. The activities are based on first-hand experience and aim to attract children's interest and curiosity and be imaginative and enjoyable. Role play and drama makes the subject meaningful and allows the children to develop geographical vocabulary for example; journeys through books using 'The gingerbread Man', 'We're going on a Bear Hunt' and 'Rosie's Walk'. Children develop skills throughout the year of mapping using a variety of resources.

The Structure of our Geography Curriculum

At Dobcroft Nursery Infant School we use the national curriculum for geography as the basis for our curriculum planning. We have adapted this to the local circumstances of our school, i.e. we make use of the local environment in our fieldwork and we also choose a locality where the human activities and physical features provide a contrast to those that predominate in our own immediate area.

Teachers use the long-term planning sequence and the becoming a geographer document provided by the subject leader to support their planning. Planning within each year group is sequenced logically and sequentially to allow for a clear sense of progression. All lessons are planned with the Geography key concepts and intentions in mind and our planning references these. Teachers are clear on the crucial knowledge in a sequence of study. The aim is for teachers to follow a coherent sequence of study, but with the flexibility to adjust accordingly and respond to the needs of the class.

Our curriculum is designed to include opportunities to revise and revisit key concepts over time through spaced practice and build on prior learning. This is to ensure a deeper level of understanding and transfers knowledge to their long-term memory and over time learn more and remember more. Children of all abilities have the opportunity to develop their skills and knowledge in each unit of learning and, through planned progression built into the teaching sequence, we offer them an increasing challenge as they move up through school.

Please see the "Becoming a Geographer" document for more information.

The impact of our curriculum

- Geography teaching begins in Reception and ends in Year 2. It is taught in a way that is developmentally appropriate, beginning in Reception building on knowledge through stories and non-fiction texts. We ensure that our Geography curriculum has good coverage and breadth with our careful planning and subject leader

monitoring.

- Geographical vocabulary is progressive and embedded in our planning enabling learners to build on previous knowledge and understanding.
- We have a concept led curriculum. We have 6 key Geography concepts, which are referenced in teachers long-term and medium-term plans. These are: **location, place, geographical skills and fieldwork, human and physical geography, sustainability and communicating geographically**. These concepts are revisited throughout children's time at Dobcroft Nursery Infant School in a range of contexts, they cover what we teach as part of the national curriculum and are interrelated. The concepts are the strands of the curriculum from FS to Year 2 e.g. In Reception children begin to identify that Millhouses is a neighbourhood, in Year 1 children learn that Millhouses is a part of Sheffield which is a city and in Year 2 children learn about another significant city, Estelli – Sheffield's twinned city, and its features, thinking about the scale and amenities in each location. This leads into the location work in Year 3 when they leave Dobcroft Nursery Infant School where they focus on developing their understanding of a location by beginning to look at size, scale and purpose of land use.
 - Children use a variety of resources to support their geography learning such as atlases, a range of maps, the internet, books, photos, compasses and weather instruments.
 - Children have a rich and progressive learning experience in Geography at Dobcroft Nursery Infant School. Children are enthusiastic about Geography and are able to identify what Geography is and when they are taking part in Geography learning.

Inclusion

All children will have access to the Geography curriculum regardless of ability, gender and race. The whole School Policy on Equal Opportunities will apply through the geography curriculum. Pupils of all abilities will be taught with their own class. Their thinking will be supported or extended through targeted questioning which will allow for the development of geographical enquiry at the appropriate level. Materials from different levels of study, teachers may plan further differentiation by extending or reducing the breadth of study. Very occasionally special arrangements will be made for an exceptionally gifted pupil or a pupil with complex and significant needs. They may follow an individualised programme of work or may receive adult support. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

Article 29

I have the right to become the best I can be.



The importance of scaffolding for pupils with SEN

Scaffolding is widely considered to be an essential element for effective teaching, and all teachers use various forms of instructional scaffolding in their teaching. It is particularly useful for pupils with SEN for the following reasons:

- It can enable them to access the same curriculum content as their peers.
- Pupils are more likely to be able to learn independently.
- It builds confidence and can reduce negative emotions and self-perceptions that pupils with SEN may experience.

For all children:

- Breaking tasks down into constituent components when first setting up independent practise
- Starting expositions at the point of pupils' current understanding
- Combining a verbal explanation with a relevant graphical one where appropriate
- Using concrete representation of abstract ideas
- Making the steps in a process memorable and ensuring pupils can recall them

<u>Strategy</u>	<u>How the strategy is used</u>
Talking partners	Children can rehearse ideas and get feedback and ideas from their peers

Use of visuals such as pictures/videos	Supports children's understanding of the geography they are learning. Give the children a visual 'hook' to help them remember and use the information given
Scribing for the children	Some children can demonstrate their geography knowledge orally and asking them to write for themselves might put a barrier on the knowledge they can demonstrate.
Real life objects	Where possible, children have access to real artefacts which they can explore and use to aid their understanding
Physical/practical activities	Many geography lessons involve practical activities such as sorting, exploring or fieldwork. These activities support children's understanding and to work collaboratively with others.
Assistive technology	Clicker 8, talking postcards, computer games and ipads may be used in geography lessons to support children with SEN to access their learning
Accessible/appropriate resources	Pencil grips, standing desks and wobble cushions are some of the resources that may be used in a geography lesson to make it accessible to all pupils
Pre-teaching and reinforcing vocabulary	Star words at the beginning of the lesson, topic displays, word mats, sentence starters etc used throughout geography topic to build understanding of key vocabulary
Changing/adapting questioning	Formative assessment is used to adapt questions to meet the needs of the children where appropriate. This may be for the whole class or individual children.
Timers	Timers can be used to support the whole class/small group/individual. They may be used to give children time to answer questions or to help them with focus and attention.
WAGOLLs and modelling	Activities are modelled for children to help scaffold their understanding. WAGOLLs can be shown and created by staff or child to emphasise expectations and aid understanding.
Parallel activities	Where children cannot access the main class activity, they will be given parallel activities which mirror the learning done by the rest of the class at an appropriate level.
Regular retrieval practice	Lessons include links back to previous lessons or topics to help children retain essential vocabulary and information they could draw on more easily in order to apply their knowledge.
Reading aloud	Written work can be read aloud or supported with visuals to help children's understanding.
Explicit teaching of tricky concepts	Key word banks, explicit teaching of challenging concepts using clear and simple vocabulary, use of visuals and actions to help with understanding.
Learning stops	Used to check understanding and help keep children on task

Assessment

At this school, the purpose of assessment is to check what children have understood, know and remember. This helps us to identify what we need to teach them next. We use both **formative** and **summative** strategies for different reasons.

Formative assessment	<ul style="list-style-type: none">• Occurs during the learning.• Allows teachers and children to change strategies mid-learning.• Identifies areas for improvement.• Gives opportunities for children to implement feedback and get additional support.
Summative assessment	<ul style="list-style-type: none">• Occurs at the end of the learning process.• Provides a final evaluation of knowledge and skills.• High stakes testing that often involves ranking children.• Provides children with a grade.

Our assessment strategies

The table below describes the range of assessment strategies used at DNIS. These strategies are used for a number of reasons including: improve recall and fluency of crucial knowledge, skills and concepts, to check understanding, to inform teaching/planning and to assess children's starting points and progress.

Method of assessment	Formative/ summative	Notes
Questioning Low stakes	formative	Tips for effective questioning: <ul style="list-style-type: none">• Start Broad, Then Narrow: Begin with open-ended questions and follow up with specifics.• Pause for Thought: Allow children time to process and respond.• Tailor Questions to Levels: Adapt prompts to suit different learning abilities.
Observation Low stakes	formative	Observing children's interactions, thought processes and skills when completing tasks, answering questions or in conversation informs feedback and future teaching.
Flash back Low stakes	formative	Each section should have a clearly defined purpose e.g. retrieval from previous lesson, last week and last block etc. e.g. used as a refresher at the beginning of a lesson to support new knowledge e.g. retrieval of the 4 countries in the UK, so that capital cities can be taught, Retrieval of component knowledge required e.g. to recall the main parts of a map (key, symbols, compass points, birds eye view) before drawing their own map.
BBQ (bring it back questions) Low stakes	formative	These are questions based on crucial knowledge (pre written) across all subjects for the teaching done so far. These can be used at any point in the day when you have a spare few minutes. You can use them as you wish, e.g. as a whole class or as a "best of 3" type scenario.
Concept map Low stakes	formative summative	Linked to crucial knowledge. Teacher gives a blanked out knowledge organiser with key words left as aide memoires for children to add to. It can be used as a tool to inform teaching at the start of a block, through out the teaching block to embed new learning or as an end of block assessment to show progress.

How we ensure progress as a result of assessment

When gaps in knowledge or misconceptions are identified, we use the following strategies to ensure these are addressed.

Strategy	Notes
Home learning books	Each book is individualised where specific learning is presented for pre-learning and addressing misconceptions.
In the moment	Address misconceptions verbally to individuals or small groups
Same day interventions	Conducted with children who have been identified as not gaining secure understanding within the lesson. Recorded in books or verbal.
Morning work	Used as pre-learning, or to address misconceptions or to further embed knowledge to improve fluency.
Adapting future lessons	<ul style="list-style-type: none">• Altering the sequence of lessons as required i.e. adding in an additional lesson based on observation/assessment of starting points of children's knowledge and skills.• adding misconception in to flashback/BBQ etc. so it is revisited as part of the lesson/day• Implementing a learning stop.• Providing additional 1:1 or small group support to identified children in subsequent lessons.
Adaptations	Learning is adapted (based on previous lessons and/or knowledge of the child) to ensure all children are successful
Communication with parents	Ongoing with parents of children that don't have an individualised home learning book but occasionally need additional support and personalised learning is sent home.