

Geography Curriculum Statement

Intent

At Biddick Hall infant school, we endeavour to inspire children to have a fascination with the world and its people. We believe children should learn about the diverse people and places that our amazing Earth has. They should begin to have an understanding of the world around them knowing key physical and human features of their immediate locality and begin to compare it to that of the wider world. We encourage children to ask questions about other places and to research human and physical features of places using high quality geographical texts, globes, atlases and the internet. Maps and globes are part of continuous provision in all classes. In year 1 children have a large map of the UK displayed and in Year 2, children have a map of the world, including the continents and seas.

Key geographical themes such as fieldwork skills, maps, human and physical features are revisited across KS1 to enable a deeper understanding of geographical concepts over time.

Implementation

Geographical Skills and Fieldwork

At Biddick Hall Infants we believe that children should experience geography first-hand using our school environment and enrichment visits out in our local area.

In year 1 children are introduced to the idea of maps and symbols. They are provided with plan perspectives of our school and are given the opportunity to create their own symbols for particular areas. Later in year 1 they use technology (blue bots) and maths skills (position and direction) to plot routes to their new classrooms and begin to learn about the compass directions.

Early in year 2 children build on maps and mapping. They are able to use maps and aerial views to locate the street in which they live and begin to plot their route to school.

In the summer term year 2 children get the opportunity to further develop maps and mapping skills by drawing their own map of the River Tyne including making a simple key. They then go on to further explore their immediate locality and to support transition. They plot a route on a map to the junior school and are able to revisit compass directions. They also get the opportunity to identify countries in the northern and southern hemispheres and compare weather in summer in the UK weather to that of weather in of a country in the southern hemisphere.

Locational Knowledge

In the autumn term, in year 1 children begin to learn about our immediate locality. Children use satellite mapping to locate our school and explore it from above as an aerial view. Children are able to create simple maps of our school and grounds.

Children go on a walk around in our local area where they are introduced to the idea of physical and human features in our immediate locality.

Children then go onto learn about the country in which we live. They use maps to locate the UK, naming the four countries and exploring the capital cities using google maps and Ariel views.

In the spring term children in year 1 begin to learn about their immediate locality but with increasing depth. They learn about location circles to emphasise scale and locational knowledge. They learn that they live in Biddick Hall, which is a small area of the larger town of South Shields, which is part of the larger country of England. They should begin to feel a sense of pride for where they live and write some information about our estate and town.

Place Knowledge

In year 2 in the autumn term, children revisit knowledge of capital cities and learn in greater depth about our capital city London. They use the internet and books to find out about it. They then go onto compare the city of London to the city of Beijing in China. They explore what is similar and what is different about the two capital cities.

Human and Physical Geography

At Biddick Hall Infants we are privileged to live in a locality steeped in physical features such as our coastline in south shields and the River Tyne.

In the summer term, in both year 1 and 2 we take advantage of using our own locality for fieldwork taking a trip exploring the River and coastline. In year 1 children go and visit our beaches and coastline, they visit Souter Lighthouse and the other lighthouses along the coast, considering their uses and significance from the past right up to today. They are able to see key physical features of our coast such as cliffs and Marsden rock children where can begin to experience the idea of coastal erosion over time by exploring these features. They are encouraged to think about the human features such as lighthouses. They explore how the relationship between physical features such as the sea provided a need for humans to build lighthouses.

This trip also offers links to history as year 1 children visit the Souter lighthouse and year 2 children visit the historical site 'Arbeia fort', they can consider the position of the fort and how it's closeness to the sea and river would have benefitted humans (the romans) in the distant past. While on the trip, children are able to see first-hand key physical and human features of South Shields and Tyneside. They are able to learn about what the River Tyne provides for humans such as transportation and industry and how humans have built around the river to support their needs e.g. the port, marinas, factories and cranes.

Impact

Our Geography curriculum will:

- ensure that our children have a secure understanding of locational and place knowledge relative to their own geographical locality, the UK and wider world.
- ensure that children are confident with geographical vocabulary relating to human and physical geography.
- develop skills, including observation and fieldwork by exploring our own locality first hand. This will in turn, ensure that they are prepared with the geographical skills needed when moving on to the next phase of their education.