

**Notes on use:**

Use these suggestions as starting points and add any extra information to the boxes. Keep examples of the evidence together with this overview.

## Leadership

- Geography.Leader: Dilshad Aboobaker
- Link Governor: Mrs. Dhillon
- SIP priority 2023 – 2024
- Staff meeting in Spring Term , introduce new resources, share good practice and expectations(visit)
- Planning, assessment and learning walk around school to monitor displays
- Organise themed week

## Assessment

- Engage Pupil voice to assess breadth of Geography
- End of term assessment through planning, displays, questionnaires (children/staff)
- Pupils voice
- Feedback from Team leaders about subject teaching
- Share feedback with staff in INSET
- Feeding back to Governors

## Pupils

- Demonstrate love for learning, engagement and enjoyment through sharing children's work in newsletter
- Encouraged to engage in deeper thinking, through high-quality questioning
- Learn and develop new skills
- Apply learning to real-life situations and roles

## Resources

- Resources (to be made) available for classroom themes
- Education city, Purple Mash, BBC website,
- Link to Forest School - Physical geography (seasonal/daily weather), Geographical skills (fieldwork and observational skills)
- Daily vocabulary modelled & displays
- School trips to local park and Uxbridge town

## Geography at

## Yeading Infant and Nursery School

## Improvement Outcomes

- Children develop basic geographical vocabulary – improving communication/confidence to discuss new knowledge
- Children will be enthusiastic to learn about similarities and differences between UK and other countries (embracing differences and promoting acceptance/tolerance)

## Curriculum

- EYFS objectives and progression :

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2

### KS1 objectives and progression: Lower

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2

### KS1 objectives and progression; Upper

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2

## Curriculum Objectives

### EYFS / DM

- Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary
- Know that there are different countries in the world and talk about the differences they have experienced / seen
- 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 from the one in which they live
- Understand the effect of changing seasons on the natural world around them.

### KS1

- Develop knowledge about the world, the UK and their locality
- To understand basic subject-specific vocabulary relating to human and physical geography
- To use geographical skills, including first-hand observation, to enhance their locational awareness.

## Teaching

- Taught 4 key areas: Locational Knowledge (7 continents, World's Oceans, UK Knowledge) Place Knowledge (Geographical similarities and differences) Human & Physical (weather in UK and beyond, basic Geographical vocab) , Geographical Skills (World maps / atlases identifying countries/oceans, directional lang)
- High expectations
- High level of subject-specific knowledge
- Consistency through shared expertise, training and INSET
- Creative, engaging, motivating, stimulating
- Trips and visitors, curriculum enrichment days