

EYFS and Key Stage 1&2 Geography Curriculum



Chelsea Community Hospital School

At Chelsea Community Hospital School (CCHS), the geography curriculum is taught following the 2014 National Curriculum and with reference to EYFS Framework Early Learning Goals.

At CCHS we recognise that learners in a hospital school setting have often missed significant periods of school and may join us with spiky learning profiles and gaps in their learning. CCHS staff tailor teaching and learning in Geography to the level and pace specific to each learner. For all areas of the Geography curriculum we use our own planning, set work from a student's enrolled school, and the pupil's interests as an aid to motivation and engagement.

Intent

- To develop pupil's curiosity and a fascination with the world and its people
- To give pupils a broad understanding of the four areas of geography.
- To develop contextual knowledge of the location of globally significant places
- To develop understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time.
- To help pupils to understand the complexity and diversity of people's lives across the world
- To improve children's geographical vocabulary, map skills and geographical facts and
- To provide opportunities for consolidation, challenge and variety to ensure interest and progress in geography.

Implementation

- The geography curriculum is planned as part of our half termly themes
- Delivery of the geography curriculum can also involve work from pupil's enrolled schools and work stemming from the interests of individual pupils
- Teaching staff are aware of the progression of the geography curriculum (see Geography Curriculum Progression Map) and take note of this when preparing lessons
- Geography content is linked with our theme planning so is not necessarily chronological. However, every effort is made to give pupil's a sense of where their current learning fits with previous geography learning.
- Where possible prior learning is considered and opportunities for revision of facts and geographical understanding are built into lessons.
- The introduction and revision of key vocabulary is built into each lesson.

Impact

- Pupils are engaged, curious and resilient in Geography lessons and relish the challenge and opportunities that the subject offers.
- Pupils will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world.
- Pupils will begin to make relevant links from geography to other curriculum subjects, such as history and science.
- Pupils will begin to realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet.

- Impact is measured through key questioning built into lessons with the aim that pupils can communicate geographical information in a variety of ways and interpret a range of sources of geographical information.

Early Years Foundation Stage

At CCHS we teach children from their Reception Year and teaching and learning is based around the needs, interests and ideas of the child. We respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Children are provided with a range of rich, play-based experiences and more structured activities in which they can explore, think creatively and be active learners.

The most relevant statements for Geography taken from the Early Learning Goals in the EYFS statutory framework and the 2020 Development Matters are taken from the following area of learning - Understanding the World

- 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.
- Know about similarities and differences between themselves and others, and among families, communities and traditions.
- 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.

English as an Additional Language

At CCHS, we welcome and value the cultural and educational experiences that pupils with EAL bring to our school. We value a student's linguistic skills in their own language(s) and acknowledge the time it takes to become confident in another language. We use a range of teaching strategies and resources to support EAL learners.

In Geography we strive to include information related to the racial and cultural background of the diverse range of pupils who attend the hospital school.

Pupils with Special Educational Needs

CCHS is an inclusive school and we aim to give all our students equal access to our classrooms and resources regardless of their special educational needs or disabilities.

In Geography, students with SEN will be supported to engage meaningfully in their learning through quality first teaching whereby they receive high quality teaching, differentiated for individual pupils using individualised strategies, support and curricula which are reviewed and improved on a regular basis.

Given the unique changing profile of our students there are specialised SEN teachers which can be consulted to offer targeted and specialised support through high quality interventions (see SEN Curriculum Statement for further information).