



Freerounds Infant School - Our Curriculum

What are we trying to achieve?	Our Vision	We encourage our children to develop confidence, a sense of identity and lead safe, healthy and fulfilling lives.		We want our children to grow into responsible citizens who make a positive contribution to local, national and global communities.		We enable our children to develop skills, knowledge, understanding and enjoyment that sustain a lifetime of successful learning.						
	Our Aims	Working in close collaboration with each other, parents and other agencies, schools and the wider community.	Enabling or encouraging everyone to become confident to pursue their own interests, brave to take risks and independent and motivated to learn.	Creating a culture of inclusion and respect.	Valuing the ideas and celebrating the achievement, successes and individuality of everyone.	Creating an exciting, stimulating resource rich environment which supports learning through interactive displays and use of technology.	Providing high quality teaching and learning, first hand experiences, high levels of collaboration, challenge and support.	Building on previous learning, teaching key skills and creating opportunities to explore and be curious.				
	Our Values	Independence		Respect	Teamwork	Thinking	Engagement	Motivation				
How do we implement this?	Our teaching intentions	Carefully planned, rich connected learning journey.	Teaching models respect pupil uniqueness, challenges prejudice and promotes social justice.	Parents and carers are supported and challenges to play a role in their child's learning.		Approaches to learning are sensitive to the needs of all learners and their self-esteem especially the vulnerable.		Classroom environment inspires and motivates all children.				
	Effective teaching	Teachers have a deep learning of subjects to be taught.	Teachers have a clear understanding of cognition and learning..	All adults have high expectations and provide challenge for all, with support when necessary.		Teaches employ skilful and effective questioning to check and deepen understanding.		Teachers use a range of flexible and responsive strategies.				
	Assessment for learning	Effective use of summative assessment to inform steps.	Oral and written feedback that has immediate impact.		Purposeful internal and external moderation to inform professional discussions.		Clear learning intentions and success criteria are shared with children and understood by all.					
What is the impact?	Organisation	Units of work are based on key questions and cross-curriculum themes.	Stimulating indoor and outdoor learning environments.	Daily routines and a range of enrichment experiences		Use children's own ideas and interests to shape learning.	Partnerships with other schools and the local community.		Hook that engages the children and gives the context for the learning.	A clear outcome which gives purpose to the learning.		
	EYFS and National Curriculum	Personal & Social Development (PSED)	Physical Development (PD)	Communication and Language	Literacy	Mathematics	Understanding of the World				Expressive Arts and Design (EAD)	
		PSHE	PE	English		Mathematics	Science	RE	History	Geography	Computing	Art and Design
An inclusive curriculum for all	An inspiring and challenging curriculum for all.	Teaching that is consistently good or better for all pupil groups.		High levels of attainment and progress.		Positive climate for learners in all classrooms.			Children who are fluent in the language of learning.			
Evaluation	Memorable connections Does the learning make links with prior and current learning within the subject and across the curriculum? Does learning excite to create memorable moments?	Is an enquiry based approach to learning journeys used in all subjects? Does the task or topic promote deeper thinking? Do children have choices at different points of the learning process? Do children reflect on their learning and generate new thinking?		Equity and enrichment Are there high expectations for all? Is there equity are all children able to access the learning? Do all children experience the whole curriculum? Are all year group leaders ensuring there is consistency in the curriculum across the year groups?		High quality outcomes and challenge for all? Do all adults have high expectations of all children at all times? Are there clear assessment criteria linked to the development of knowledge and skills? Has the learning journey spread to a purposeful outcome or product? Are children challenged to think and evaluate their learning? Are the children shown examples of the best outcomes to help and inspire them to achieve?			Is each subject area given integrity and taught well? Are children able to relate their values and experiences to British values? Is there a cohesive, entire planned curriculum across the school? Does the curriculum facilitate unlimited possibilities for rehearsing and honing English, Maths and Computing skills?			

Topic	St Andrews day - Scotland My school	St David's day – Wales St Patricks day – Ireland St Georges day - England	Local area – field work skills Beach study		Hot and cold areas Magical maps	Location comparison – contrasting non-EU country
Subject Skills/Focus	Human and physical features - Land use Ongoing: Maps, globes, aerial photos Scotland - St Andrew's Day 30th November Weather Watch Autumn	Local Area Wales - St David's Day - 1 st March Ireland - St Patrick's Day - 17th March	England - St George's Day – 23rd April The UK		The Location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Maps to show the route that the Titanic took	Contrasting non EU country
Locational Knowledge	® Name, locate and identify characteristics of Scotland, its capital city and its surrounding seas.	® Name, locate and identify characteristics of Wales and Northern Ireland and Ireland, their capital cities and surrounding seas.	® Name, locate and identify characteristics England, its capital city and its surrounding seas.		® Name and locate the world's seven continents and five ocean. ● Know which is N, E, S and W on a compass ●	
Place Knowledge					® Identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles ● Know the name of the nearest town or city ● Know their address, including postcode	® Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country
Human and physical geography	® Identify seasonal and daily weather patterns ® Use geographical vocabulary to refer to: season ® Use geographical vocabulary to refer to: town, village, factory, farm, house, office and shop	® Identify seasonal and daily weather patterns	® Identify seasonal and daily weather patterns ® Use geographical vocabulary to refer to: beach, cliff, coast, soil, season ® Use geographical vocabulary to refer to: town, village, factory, farm, house, office and shop		® key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ☒ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	® Use geographical vocabulary to refer to: Key physical features, including: forest, hill, mountain, sea, ocean, river, valley, vegetation, and weather
Geographical skills and fieldwork	® Use simple fieldwork and observational skills to study the geography of their school and its grounds. ® Use world maps, atlases and globes to identify Scotland, its	® Use world maps, atlases and globes to identify England, its capital city and surrounding seas. ® Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. ® Use simple compass directions (North, South, East and West)	® Use locational and directional language (for example near and far; left and right) to describe the location of features and routes on a map. ® Use simple fieldwork and observational skills to study the geography of the surrounding		® Use world maps, atlases and globes to identify countries, continents and oceans studied in this key stage. ® Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple	® Use world maps, atlases and globes to identify countries, continents and oceans studied in this key stage. ® Use simple compass directions (North, South, East and West).

capital city and surrounding seas. ® Use locational and directional language (for example near and far; left and right) to describe the location of features and routes on a map. ® Devise a simple map		environment of our school and its human and physical features ® Devise a simple map ® Use world maps, atlases and globes to identify Wales and Ireland, their capital cities and surrounding seas		map; and use and construct basic symbols in a key.	
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Key Stage 1 Language Overview: GEOGRAPHY

Term	Year 1 Autumn New beginnings! /Let it shine!	Year 1 Spring Through the keyhole!! Let it grow!	Year 1 Summer What big eyes you've got Fire Fire!/ Beach study	Year 2 Autumn 1 Reach for the stars!/Transport	Year 2 Spring Around the world!/Unsinkable!	Year 2 Summer Bees, seeds and enormous trees!/Brilliant Brazil!
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Previously learnt vocabulary – Tier 1	Human, physical, local area, saint day, Country, map, city, town, village, holiday, places, United Kingdom, Britain, sea, Scotland, North sea Edinburgh	Country, map, holiday, places, United Kingdom, Britain, sea, English channel, saint day, city, town	Human, physical, map, key, route, location, place, feature, village, town, street, road, features, north, south, east, west, near, far, left, right, equator, route, symbol, like, dislike, shops, houses, services, facilities		Features, maps, photos, World, hot, cold, areas of the world, Maps, route, atlas, animals, climate, compare, country, different, distance, environment, food, Ice, snow, freeze, ocean, natural, photograph, pollution, weather, north, south, east, west, key, picture, Landmarks River Mountain Road Path, birds eye,	Seasons, Weather, Rain, wind, sun, rainbow, wet, shadow, cloudy, snow, sunshine, Airport, country, compare, similar, different, same, atlas, map, beach, beautiful, attractive, buildings, features, human, physical, city, capital, climate, continent, crops, desert, distance, environment, Europe, farm, food, globe, grow, holiday, travel, identify, island, land, ocean, photograph, places,

						resort, scale, sea, town, trade, tropical, warm, weather, world compare, same, different, locate, identify, urban rural land use population countryside Sustainability Environment
Taught during the topic – Tier 2	Scotland St Andrew, saint day Country, map, north, south, east, west, ocean, river, sea, lake, atlas, capital Edinburgh, city, town, village, holiday, island, places, journey, costume, dress, traditional, United Kingdom, Britain, flag, Europe, world, year	St David, St Patrick, north, south, east, west, ocean, river, sea, atlas, lake, Wales, Belfast, Cardiff, Northern Ireland, capital city, town, village, holiday, island, places, journey, costume, dress, traditional, Compare, different, similar, distance, United Kingdom, Britain, flag, Europe, coastal,	St Andrew, saint day Country, map, north, south, east, west, ocean, river, sea, lake, atlas, capital Edinburgh, city, town, village, holiday, island, places, journey, costume, dress, traditional, United Kingdom, Britain, flag, Europe, world, year natural, near, next to, features, night, noisy, office, path, photograph, plants, , pond, port, position, quiet, post box, railway, right, road, rock, , school, shop, , station, stream, semi-detached, street, terrace, tide, up, world		North Pole, globe, Human, physical, features, maps, symbol, globe, aerial view photos, World, Continents and oceans of the world, location, hot, cold, areas of the world, Equator, North and South Poles. Maps, route, atlas, animals, climate, compare, continent, artic, Antarctic, country, different, distance, environment, faraway, food, Ice, snow, freeze, ocean, natural, photograph, polar regions, pollution, South Pole, weather, Asia Africa Australasia North America South America Antarctica Continents oceans climate global warming equator compare, same, different, locate, identify	Airport, location, comparison, country, compare, similar, different, same, atlas, map, beach, beautiful, attractive, buildings, features, human, physical, city, capital, climate, community, continent, crops, desert, distance, environment, Europe, faraway, farm, food, globe, grow, holiday, travel, island, land, leisure, ocean, photograph, places, sea, town, trade, warm, weather, world, coast beach port harbour cliff dune bay port village valley vegetation mountain lakes ocean factory harbour
Deeper Learning vocabulary – Tier 3	climate compare, different, similar, distance	climate compare, different, similar, distance	Feature, landscape, boundary, climate		conservation scale, tropical, Climate, view, industry, pollution, marsh, environment, community, route, slope urban rural land use population countryside Sustainability Environment vegetation,	resort, scale, tropical, conservation, identify, industry, equator conservation, co-ordinate, grid reference, identity, improve, key, vegetation,

An inspiring and challenging curriculum for all.

Children who are fluent in the language of learning.

CURRICULUM INTENT

Subject Name: Geography

At Freegrounds Infant School we provide a Geography curriculum which is accessible for all children. We strongly believe that high-quality Geography lessons inspire children to ask questions about the world around them as well as encouraging observations about their environments and talk about the physical and human features of the natural world.

Our curriculum design allows children to develop their subject knowledge, skills and understanding whilst promoting their spiritual, moral, social, cultural and mental development which prepares them for future opportunities and experiences.

At Freegrounds Infant School we link learning through a range of topics, which give children the essential characteristics to help them learn about the world, its features and its environments. Through effective Geography planning our children have the opportunities to develop a sense of curiosity about the world. They learn how to explore, compare, identify and observe human and physical features through a range of Geographical skills.

We aim to increase and develop children's Geography skills, knowledge and attitudes by immersing them in Geographical learning through first hand experiences; for example observing environments, exploring habitats, recording weather and seasonal patterns and making comparisons between countries and places alike. We plan purposeful outcomes which enable children to share experiences and what they have learnt.

Teaching that is consistently good or better for all pupil groups.

High levels of attainment and progress.

CURRICULUM IMPLEMENTATION

Subject Name: Geography

At Freegrounds Infant School we ensure high standards of teaching and learning in Geography, by implementing a curriculum that is progressive throughout the whole school. We aim to challenge, motivate and involve all learners and through effective Geography lessons Teachers encourage all children to develop a growth mind-set and develop sound Geographical knowledge and skills. Geography is taught through our topics, focusing on the knowledge and skills stated in the National Curriculum.

We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.

At Freegrounds Infant School each Geography journey builds on previously taught skills, with the opportunity to apply knowledge from another Geography journey. Teachers ensure that children are engaged in Geography through providing a range of exciting opportunities to develop their knowledge and skills. Their ability to ask questions, explore, observe and research will enable them to begin to develop an understanding of Geography and the world around us.

Children have opportunities to explore a wide range of Geographical sources and we offer experiences to motivate the children's interest, create memories and encourage positive attitudes towards the subject. Through Geography learning children will develop the ability to explore and respond to a variety of situations,

At Freegrounds Infant school we believe that a language rich Geography curriculum is essential to the successful acquisition of skills in Geography. Quality Geography resources provide an opportunity for the children to explore and apply their understanding of the Geographical skills and so it is carefully planned for across the school.

Through a rich Geography curriculum, the children will feel prepared and well equipped for a successful future and life as an adult.

Positive climate for learners in all classrooms.

CURRICULUM IMPACT

Subject Name: Geography

The impact and measure of our curriculum is to ensure that children at Freegrounds Infant School are equipped with Geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 2 and for life as an adult in the wider world.

We want our children to have thoroughly enjoyed learning about Geography, therefore encouraging them to undertake new life experiences now and in the future. We want our children to talk about their Geography learning with passion and enthusiasm both within school and at home.

On leaving Freegrounds Infant school we want children to know more, remember more and understand more about Geography so they will be able to use the Geographical skills taught and apply these to the wider world in the future.

Assessment activities have been created for Teachers to assess and reflect on the learning throughout a Geography learning journey and against the carefully planned outcomes. Standards are monitored by the Geography leader through learning walks, pupil conferencing and book scrutiny.