

## Geography

### Intent: (what is the purpose of this subject)

Our geography curriculum aims to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. It equips pupils with knowledge about diverse places, people, resources and natural and human environments. As well as providing the pupils with a deep understanding of the Earth's key physical and human processes, providing them opportunities to think critically about their growing knowledge on the world. Our approach to the teaching of geography is to help encourage pupil's curiosity whilst inspiring them to have a fascination of the world and its people.

The content of our curriculum aims improve the pupil's geographical knowledge, vocabulary and map skills, whilst giving them opportunities to access numerical data and graphical modes of communication. It develops their contextual knowledge of the location of globally significant places and understanding the processes that give rise to key physical and human geographical features of the world, along with understanding how the Earth's features at different scales are shaped, interconnected and change over time. Geography is celebrated within the school as one of humanity's big ideas so that pupils are able to investigate the world and its ever changing human and physical landscape and are able to understand and explore alternative futures.

### Implementation: (how is this structured/sequenced)

The geography curriculum is built around the National Curriculum whilst reflecting our school community through its content and implementation as effective geography needs to be purposeful and meaningful to our pupils and their worlds focusing on: **identity, place in the world, the physical world and human environment.**

Each year group's geography curriculum pupils will:

Focus on: **locational/human geography and physical geography.** Each year group focuses on one skill per term through a unit of work before having the opportunity to apply their knowledge and skills in the third term with a **place study.** Each unit of work will allow children to:

1. **Encounter new vocabulary:** A discussion of previous vocabulary taught and introducing new vocabulary for the unit.
2. **Locate areas:** children build on their locational knowledge of places and have a strong foundation of their local area which begins in the Early Years, so that they can successfully build on this to develop their international knowledge.
3. **Investigate locations:** this allows pupils to use their own images, experiences and meaning to become active agents in their learning.
4. **Identify key geographical features:** children will use their knowledge of geographical features taught to identify these – both human and physical, these are revisited across units of work and year groups to consolidate knowledge.
5. **Fieldwork:** opportunities in some units for pupils to engage with the fieldwork and apply skills to a real-life context.

### Pedagogy: (what is the approach taken)

#### Elements to our geography lessons

We believe that it is essential for our pupils to be exposed to the same skills each year so that they can gradually build up meaningful contextual knowledge and to successfully develop and progress skills

previously taught.

**What will you see in a lesson?**

Every geography lesson will be centred around the whole school approach for teaching and learning (see Curriculum Statement) in the following areas:

1. **Memory platform** – children will revisit material from previous learning linking to their current unit using the knowledge organiser through quizzes and Q&A's addressing the 4 sticky knowledge points. Opportunities for children to label maps, compass points and match vocabulary to definitions will act as quick recaps of previous learning and retrieval practice.
2. **Connect** – use of Google Earth and maps to build on locational knowledge. Children to have a 'zoom lens' on the globe. new learning for the lesson explained and connections made to prior learning to ensure the lesson has a purpose.
3. **Keywords** – Explicit teaching of new vocabulary with the use of visuals.
4. **Modelling** – adults will model how to interpret geographical information, how to analyse and record data and how to apply and use these skills (map reading, compass, longitude and latitude). Demonstrations of the use of technology to map read and atlas work such as finding lines of longitude and latitude will also form part of this phase.
5. **Independent practice** – Children will discuss concepts, respond to questions, and share opinions in lessons. Every child will be given the opportunity to investigate and explore the physical world, human environment, interdependence or place and space.

**Evaluation: (how will outcomes be measures for your subject)**

Outcomes in geography are measured through a combination of children's practical work and knowledge retained through end of unit 'big questions' and 4 sticky knowledge points. Each 'big question' will be assessed by the teacher to identify whether a child has met or exceeded the expected standard, these assessments will be used to inform the teacher's end of year summative assessment. The geographical skills taught will be assessed through children's practical work which will form part of the unit, big questions will focus on their geographical reasoning and use of vocabulary to explain geographical concepts.

**Next steps: (what are the key priorities for development in this subject)**

1. Embed a robust approach to assessment within geography.