

## **Geography**

### **Intent**

We want our children to love geography. Our curriculum aim is to provide a platform for exploring, appreciating and understanding the world in which we live and how it has evolved. Through the study of place, space and environment, our pupils are able to explore and investigate relationships between the Earth and its inhabitants; inspiring a curiosity that will remain with them for the rest of their lives. As pupils progress, their growing geographical understanding should deepen their awareness of the interaction between physical and human processes.

Pupils will learn the skills of understanding locational knowledge; how and where people fit into its overall structure. We intend for children to become passionate and confident in their knowledge about our local community and beyond, by learning through experiences in practical activities and fieldwork. Having no limits on their ambitions, we want them to grow up aspiring to become cartographers, town planners, conservationists and social researchers.

### **Geography implementation**

Geography is taught in every year group. There are blocked topics studied in depth to allow children to develop their knowledge and skills.

Our curriculum is designed so that children begin with an understanding of their local area, before working out to the UK and the rest of world.

Location knowledge and map-work are woven in all geography topics.

We have developed a progression of skills with each year group, which enables pupils to build on and develop their knowledge and skills each year.

In order to support children in their ability to 'know more and remember more', there are regular opportunities to review the learning taken place in previous topics which highlights the 'interconnectedness' of places and people.

Children are given a knowledge organiser for each topic which details key information, dates, diagrams and vocabulary. This is used to support children with their acquisition of knowledge.

Effective CPD and standardisation opportunities are available to staff to ensure geography is being delivered as a knowledge-rich curriculum with subject leaders moderating the effectiveness of its implementation.

Staff organise and develop curriculums in line with national curriculum expectations. Specific, long-term curriculum maps identify when specific aims and subject content are met across each year group.

Effective use of educational visits and visitors are planned to enrich and enhance the pupil's learning experiences within fieldwork and the wider geography curriculum.

Assessment for learning and effective modelling is used to ensure children meet each objective and misconceptions are addressed. Self or peer assessment is used to inform planning, preparation and differentiation.

Differentiation is facilitated by teachers using a range of assessment tools to ensure that each pupil can access the geography curriculum.

Children are given clear success criteria/ Steps to Success in order to achieve the Learning Objective with differing elements of independence.

Cross-curricular links are planned for with other subjects such as literacy and ICT.

Educational, immersive displays that answer key questions help to create a rich learning environment for each geography focus.

The Early Years Foundation Stage Curriculum supports children's understanding of physical and human geography through the planning and teaching of 'Understanding the World'. Children learn about features of their own environment such as school, home, community and their city through stories, discussion and first hand experiences. They explore how environments may differ through the sharing of personal experiences, books, stories, poems, small world play, role play and visits. Children enjoy the valuable experiences gained from trips to places within their local community. Children are given

time to discuss and ask questions about what they observe about the world around them and are encouraged to be active learners.

### **Geography impact**

The impact of this curriculum design will lead to good progress over time across key stages relative to a child's individual starting point and their progression of skills. Children will therefore be expected to leave school reaching at least age related expectations for geography. Our geography curriculum will also lead pupils to be enthusiastic geographical thinkers and learners, evidenced in a range of ways, including pupil voice and their work.

THISTLY MEADOW PRIMARY SCHOOL