



Geography

1) What is the intent?

In the geography curriculum: What is the intent behind the sequence of learning / curriculum?

(Guided by The National Curriculum)

- Teaching should equip pupils with **knowledge** about **diverse places, people, resources and natural and human environments**, together with a deep understanding of the **Earth's key physical and human processes**.
- By **revisiting** these areas of learning regularly, the children's growing knowledge about the world will enable them to deepen their understanding of the **interaction between these physical and human processes**, and of the **formation and use of landscapes and environments**.
- Children will be provided with stimulating opportunities to become '**Geographers**' through the use of maps, atlases and globes as well as fieldwork activities which will inspire them to have a sense of curiosity and fascination about the world and its people, which will remain with them for the rest of their lives.
- Children should gain **confidence** and have **practical experiences** of geographical knowledge, understanding and skills that explain how the **Earth's features at different scales are shaped, interconnected and change over time**.
- Children will be taught key **knowledge** through **engaging** sequences of **coherent and connected lessons** which follow the National Curriculum and ensure all learning objectives are covered by the end of each Key Stage. Where possible themes of learning will be cross curricular.
- In Early Years, geography will be **child centred** and based on their immediate **locality** e.g. the children will explore the local environment/the world around them and their place in it.
- **In Key Stage 1** children will develop their knowledge about the **United Kingdom** and extend their understanding of their own locality. They will learn how to use maps, atlases and globes as well as learn simple compass directions. The children will also study seasonal and daily weather patterns in the United Kingdom and look at the hot and cold areas of the world in relation to the equator and the North and South Poles.

- In **Key Stage 2** the children will look to extend their knowledge to beyond their local area and will study **Europe** as well as **North and South America**. They will begin to look at similarities and differences of human geography such as types of settlement and land use. They will also study physical geography elements such as climate zones, rivers, mountains, volcanoes and earthquakes. Children will continue to use maps, atlases and globes and will use the 8 points of the compass in their work. They will start to consider the use of four and six figure grid references and ordinance survey maps.
- Children will be provided with opportunities to **explore** new concepts using an **interactive, practical approach** where possible. This will enable them to **enquire, observe** and develop their **curiosity**.
- Children will use a variety of **resources** to enhance and embed their learning.
- Children's language will be developed through explicit teaching of **geographical vocabulary** (tier 3 words as highlighted on the school curriculum overview) that links to the specific area of learning. This will support and enrich high quality talk.
- Children will be provided with **first hand experiences** (trips and visitors) to enhance their learning.
- Children are provided with engaging opportunities to practise and show their knowledge and skills **presenting** their learning in a variety of ways.
- Children will develop their **critical thinking** as they reflect on and evaluate their own and others learning.
- **British values** will be embedded in the geography curriculum as we explore the impact of physical and human processes upon the locations and places studied as well as developing an understanding and appreciation of the diversity of people's backgrounds, communities and society; fostering positive global relationships and tolerance.

2) Implementation – Geography Leaders will use:

- Lesson observations and staff check ins (Geography Lead and Cultural team).
- Long term and medium term planning- Does it show sequences of engaging lessons, are there opportunities to develop knowledge and skills, is fieldwork planned for and carried out?
- Class displays- do they show the learning journey?
- Pupil conferencing ~ talking to the children and listening to them about their learning and understanding of geography.
- Children's book will show what has been taught.
- Talk to teachers and support staff – are they teaching the intended curriculum?
- Teachers will plan using the Curriculum Overviews as a scaffold to ensure the progression of skills is followed.
- Teachers will assess children's learning using the CBPSA assessment grids to ensure there are excellent outcomes and so that our previously higher or lower attaining pupils are supported and challenged.

3) What is the impact?

- Assessment grids should show the majority of the pupils reaching a secure level of **knowledge** and **skills**.
- 'Book Looks' will show topics covered in a variety of ways, vocabulary used correctly and clear knowledge of the subject.
- Pupil conferencing- Can they discuss topics taught knowledgably? Do they use subject specific vocabulary correctly? Can confidently use maps, atlases and globes? Can they discuss different environments? All this will be at an age related expectation.
- Displays and photo evidence.

4) What will excellence look like in geography?

- Teachers know the intent of geography – what we are teaching and why.
- Topic planning will show progression of knowledge and skills being taught.
- Children will enjoy geography lessons and embrace their curiosity.
- Children can confidently use maps, atlases and globes.
- Children will speak confidently and enthusiastically about the subject
- Children and adults will have an enthusiasm for the subject and look for cross curricular opportunities to use the skills learnt.
- CBPSA assessment grids being used by teachers to support and challenge previously higher and lower attaining children.