

What Geography looks like in Goodrich CE (VC) Primary School



*Through our **branches**, a broad and balanced curriculum is provided to give our learners a range of skills, knowledge and experiences.*

At Goodrich Primary school we adopt a skills and knowledge-based curriculum which uses building blocks to develop an understanding of Geographical Big Ideas using various themes e.g. climate. We encourage children to reference previous learning before developing that building block further in a cyclical learning approach. We base our Geography curriculum on Chris Quigley's Curriculum Companion as it complements our know more, remember more approach to learning.

Curriculum Intent

What Geography looks like in our school.

- Geography is about understanding the world we live in. Geography helps children to provoke and provide answers to questions about the natural and human aspects of the world.
- Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. Children investigate a range of places – both in the UK and abroad.
- A variety of activities provide children with the opportunity to explore 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.
- Children working individually, in pairs and groups to develop key geographical skills focusing on physical and human features, location, physical processes and diversity.
- As pupils progress through the school, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

This is our philosophy:

- To inspire children's curiosity and interest to explore the world that we live in and its people, which aims to ignite a love of learning.
- To equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments.
- We want children to enjoy and love learning about geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits taking advantage of the local surroundings as well as further afield.

This is the knowledge and understanding gained at each stage:

By the end of EYFS pupils will:

- Have had an opportunity to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and the environment.

By the end of Key Stage 1 pupils will be able to:

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge.
- 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 in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Use basic geographical vocabulary to refer to: 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 Geographical skills and fieldwork.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

By the end of Key Stage 2 pupils will be able to:

- Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography.
- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle, human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Curriculum Implementation

GEOGRAPHY								
BIG IDEAS	INVESTIGATE PLACES			INVESTIGATE PATTERNS			COMMUNICATE GEOGRAPHICALLY	
Building Blocks	Physical Features	Location	Human Features	Physical Processes	Human Processes	Diversity	Vocabulary	Techniques
	 Physical features	 Location	 Human features	 Physical processes	 Human processes	 Diversity	 Vocabulary	 Techniques

Please refer to:

- National Curriculum Compliance document – to demonstrate that statutory requirements are met.
- Building Block Coverage – to plot where building blocks are taught throughout the curriculum.
- Long Term overview – to identify themes used to explore the building blocks.
- Vocabulary document – words required to be taught in each milestone or class.
- Theme webs – which summarise the key knowledge and skills to be acquired in each theme taught.
- Geography Progression document – skills and knowledge to be taught in each building block by milestone or class.

This is how it works:

- All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections – ‘sticky knowledge’
- Children have a theme web at the start of each geographical theme which outlines knowledge that supports them to retain new facts and vocabulary in their long term memory.
- Geographical and theme specific vocabulary that is shared explicitly with the children.
- The children will then progress with their knowledge and application of vocabulary as they move up throughout the year groups.
- There is a carefully planned progression for year A and B which covers Milestone 1, 2 and 3.
- The skills are covered through carefully chosen themes that will enable the children to develop and use their knowledge through the building blocks.
- The children will complete POP (Proof of Progress) tasks that further deepen understanding basic (first year of milestone), advancing (second year of milestone) and deep (second year if knowledge is strong).
- Children will get the opportunity to go on various trips which provides a 'real-world' opportunity for children to develop and extend their geographical thinking.
- Links with other areas of the curriculum are embraced to provide a more meaningful learning experience.
- Lessons may be taught discreetly or as a block of lessons.

This is what the adults do:

- Plan exciting progressive lessons which build on prior knowledge based upon geographical skills and knowledge.
- Support, encourage and nurture a love of Geography and interest in the world.

- Working walls in each class that display key vocabulary and questions that support the children's learning.
- Create a learning environment that stimulates children's interest in our local area and the wider world.
- Book scrutiny, learning walks, pupil voice and planning audits.
- CPD for all staff.

This how we support:

- We use teacher and self-assessment to quickly identify any child who requires additional support in specific areas.
- We make cross curricular links whenever possible.
- Provide visual and practical prompts.

This how we challenge:

- Lessons will be differentiated or adapted through challenge or support.
- Additional activities/targets to stretch the learning within the lesson.
- Deeper thinking opportunities are given to help identify greater depth geographers.
- Revisiting sticky knowledge regularly

This how we ensure all children can access the curriculum:

- To support all children, particularly those who have SEN or EAL needs, key vocabulary is referenced and specifically taught to extend the children's use of vocabulary and develop greater access to the curriculum.
- Seating children alongside good role models to support one another.
- Frequent repetition and revisiting to help make knowledge stick.
- By providing visual/practical prompts.
- Teaching lessons using a range of different techniques to suit a range of learning styles e.g. videos, interactive websites, atlases, world maps, fieldwork etc.

What is Cultural Capital?

The National Curriculum defines cultural capital as: 'the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement'. This powerful knowledge can be split into two categories: powerful subject knowledge and powerful personal knowledge.

Powerful Subject Knowledge in Geography

- To understand that place, space, the environment, and how the world around them is interconnected.
- To understand how geography is used to enhance our day-to-day lives.

Powerful Personal Knowledge in Computing

- Extra-curricular experiences when they link in with the curriculum.
- Cross curricular experiences to embed geography skills.

Curriculum Impact

At Goodrich Primary School, we recognise the importance of Geography in every aspect of daily life. Our Geography Curriculum facilitates sequential learning and long-term progression of knowledge and skills. Teaching and learning methods provide regular opportunities to recap acquired knowledge through high quality questioning, discussion, modelling and explaining to aid retrieval at the beginning and end of a lesson or unit. This enables all children to build on their prior knowledge and develop as geographers.

This is what you might typically see:

- Happy, confident and engaged learners
- Children practising and applying knowledge to different situations.
- Children posing their own questions.
- Children working cooperatively in paired/group work.
- A classroom environment with displays including vocabulary, to support learning.
- Children discussing, reflecting and sharing their learning.
- TIPTOP learning

This is how we know how well our children are doing:

We have identified substantive and disciplinary knowledge which is fundamental to the children's development and understanding as Geographers. They accumulate this as they move through our school which then gives them a firm foundation to build on when they move on to KS3 and beyond.

- Analysis of assessments – use 'sticky knowledge'
- Marking and feedback which also includes peer assessment.
- Lessons planned based on work done in previous year groups to ensure children are gaining a breadth of study.
- Lessons are planned based on geographical skills which are specific for each year group.
- Formative assessment through questioning throughout the lesson.
- Photographic/video evidence
- Observations of children during investigation and exploration
- Marking and feedback by teacher and peers.
- Book scrutiny, pupil meetings and planning audits.
- Use of surveys and questionnaires.
- Monitoring of the standards of children's work and the quality of teaching and learning in lessons

This is the impact of the teaching:

- Children who enjoy geography.
- Children who are inquisitive and reflective learners.
- Children who can demonstrate a variety of geographical skills and understanding.
- Children who are prepared to share what they've learnt in a variety of ways through using different Medias.
- Children who find that Geography provokes questions, and they are keen to find out about
- Children who use acquired vocabulary within lessons.
- Children will be ready for the next stage in their education. Pupils with SEND will achieve the best possible outcomes.