



Our Geography Curriculum



Intent

Our Geography curriculum aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer.

We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings.

Through our curriculum, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them. Our Geography curriculum has a strong focus on developing both geographical skills and knowledge; critical thinking, with the ability to ask perceptive questions and explain and analyse evidence; the development of fieldwork skills across each year group; a deep interest and knowledge of pupils' locality and how it differs from other areas of the world; a growing understanding of geographical concepts, terms and vocabulary.

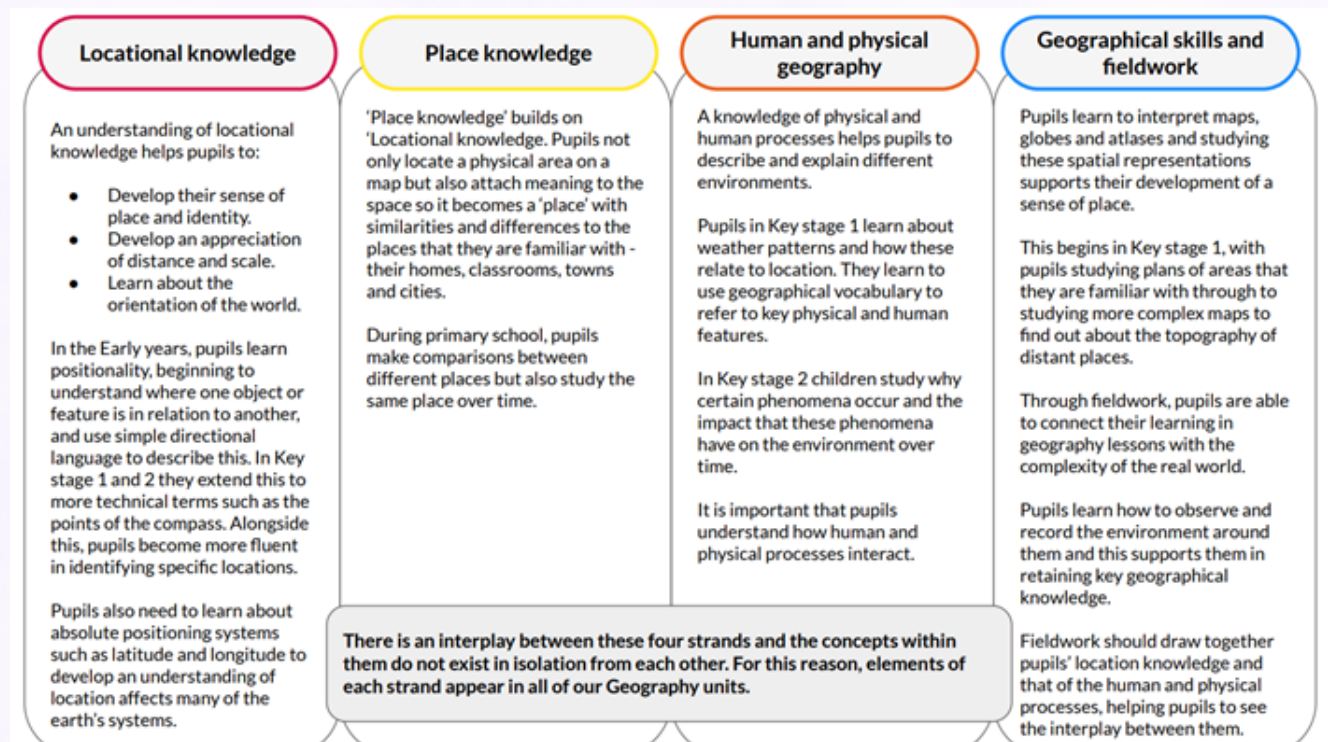
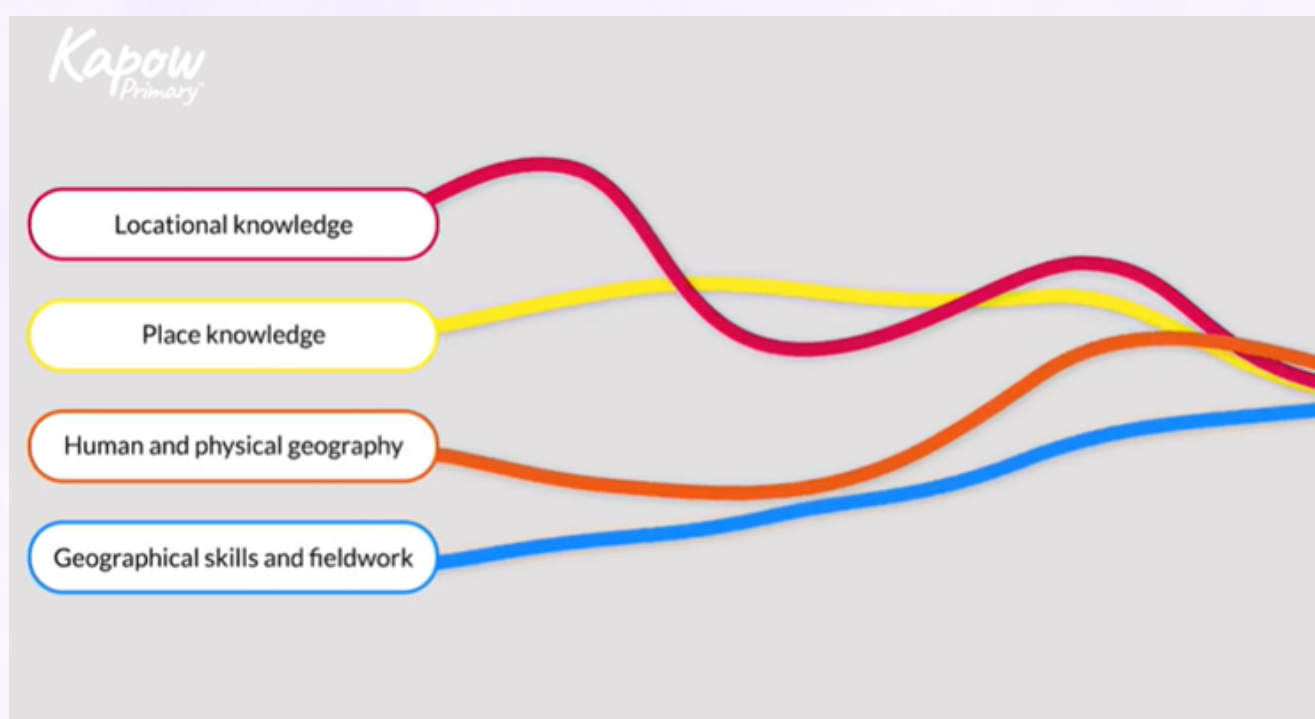
In order to prepare pupils for their future learning in Geography, our curriculum introduces them to key geographical concepts:

- Place
- Space
- Scale
- Interdependence
- Physical and human processes
- Environmental impact
- Sustainable development
- Cultural awareness
- Cultural diversity

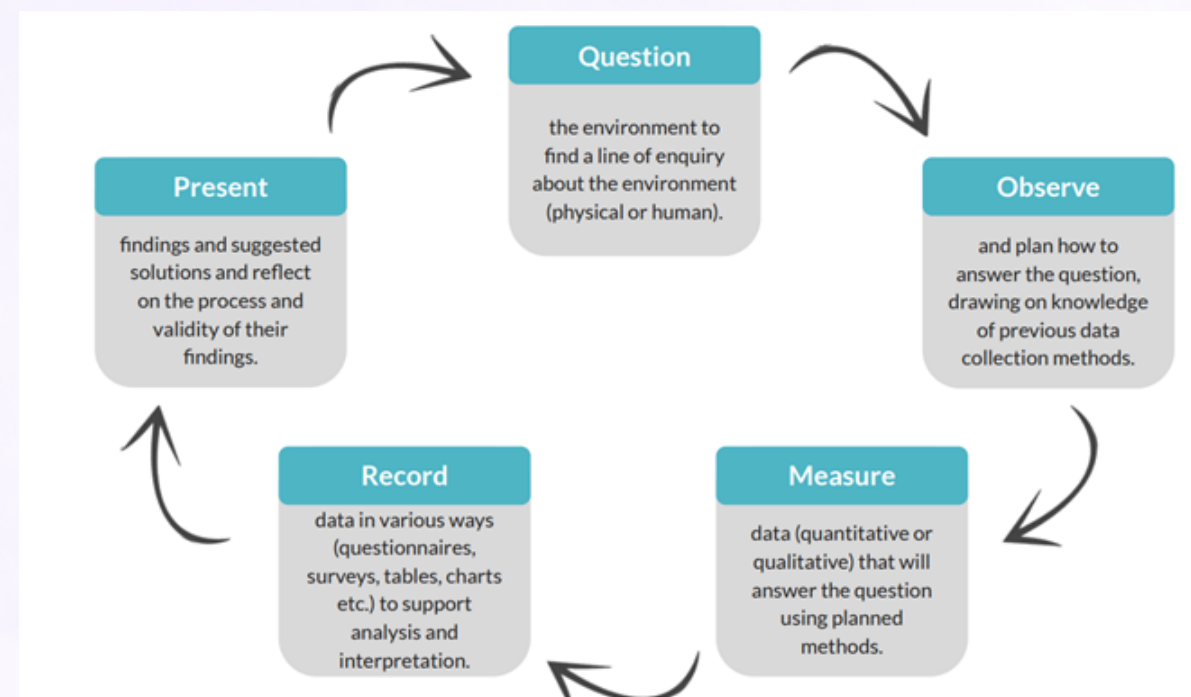
Our Geography curriculum enables pupils to meet the end of key stage attainment targets in the National curriculum. For EYFS, the activities allow pupils to work towards the 'Understanding the world' Development matters statements and Early learning goals, while also covering foundational knowledge that will support them in their further geography learning in Key stage 1.

Implementation

Our Geography curriculum is planned with these strands running through each and every unit:



Our Geography curriculum emphasises the importance of geographical knowledge being shaped by disciplinary approaches. Fieldwork enquiries in each unit give pupils the opportunity to understand and follow the same processes that geographers follow to find answers to enquiry questions and to consider the validity of these answers. It is important that pupils consider the ways that geographers question and explain the world and begin to 'think like a geographer.' We use the following enquiry cycle when planning fieldwork studies throughout our curriculum:

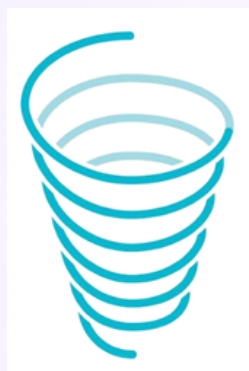


Climate Change

Though not directly highlighted in the National curriculum, the significance of climate change can't be overlooked: it is crucial for understanding geographical interconnections. We view educating children on our planet's evolving conditions as vital. Therefore throughout our geography curriculum we integrate climate change impacts through case studies and fieldwork opportunities. This allows children to contextualise what contributes to climate change in their local environment and to explore the environmental health of their locality.



Our geography curriculum is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge, in particular, will be reviewed in each unit to coincide with our belief that this will consolidate children's understanding of key concepts, such as scale and place, in Geography.



Impact

The impact of our geography curriculum is constantly monitored through both formative and summative assessment opportunities. Each unit has a skill catcher and knowledge assessment quiz which forms our summative assessment judgements. Opportunities for children to present their findings using their geographical skills also forms part of the assessment process in each unit.

The expected impact of our geography curriculum is that children will:

- Compare and contrast human and physical features to describe and understand similarities and differences between various places in the UK, Europe and the Americas.
- Name, locate and understand where and why the physical elements of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters and the water cycle.
- Understand how humans use the land for economic and trading purposes, including how the distribution of natural resources has shaped this.
- Develop an appreciation for how humans are impacted by and have evolved around the physical geography surrounding them and how humans have had an impact on the environment, both positive and negative.
- Develop a sense of location and place around the UK and some areas of the wider world using the eight-points of a compass, four and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping.
- Identify and understand how various elements of our globe create positioning, including latitude, longitude, the hemispheres, the tropics and how time zones work, including night and day.
- Present and answer their own geographical enquiries using planned and specifically chosen methodologies, collected data and digital technologies.
- Meet the 'Understanding the World' Early Learning Goals at the end of EYFS, and the end of key stage expectations outlined in the National curriculum for Geography by the end of Year 2 and Year 6.

Fieldwork

Fieldwork provides children with hands-on experience and encourages them to apply geographical concepts to their surroundings. Local fieldwork opportunities can make the subject matter relevant and supports us in fostering a sense of community and environmental awareness amongst pupils. Through our geography curriculum the children develop the following fieldwork skills:

Observing	Measuring
• Maps and compasses to follow routes. • Annotated field sketches. • Aerial photographs. • Transects. • Magnifying glasses to observe in more detail and classify. • Sketch maps.	• Likert scales. • Rain gauges. • Thermometers. • Non-standard measurements (for example, drawing around a puddle with chalk).
Recording	Presenting
• Drawing routes on maps. • Annotated maps. • Digital photographs. • Using simple recording techniques to record their feelings. • Questionnaires. • Interviews. • Tally charts. • Audio recordings. • Sketch maps to show spatial patterns.	• GIS (digital mapping). • Bar charts. • Pictograms. • Pie charts. • Presentations. • Letters. • Slideshows. • Non-chronological reports. • Verbal. • Posters. • Video. • Balanced arguments.

Our EYFS curriculum within the area of Knowledge and Understanding of the World, provides a solid foundation of geographical skills, knowledge and enquiry for children to transition successfully onto Key stage 1 Geography learning, whilst also working towards the Development matters statements and Early Learning Goals. This consist of a mixture of adult-led and child-initiated activities.

Our enquiry questions form the basis for our Key stage 1 and 2 units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions. We have designed these questions to be open-ended with no preconceived answers and therefore they are genuinely purposeful and engage pupils in generating a real change. In attempting to answer them, children learn how to collect, interpret and represent data using geographical methodologies and make informed decisions by applying their geographical knowledge.

Children leave our schools equipped with a range of skills and knowledge to enable them to study Geography with confidence at Key stage 3. We hope to shape children into curious and inspired geographers with respect and appreciation for the world around them alongside an understanding of the interconnection between the human and the physical.