

## **Subject Rationale**

### **Our Vision for Geography**

We consider our pupils to be responsible global citizens, who have a solid understanding of place, and appreciate and respect the diverse cultures and traditions of our world. They understand the role they play in protecting the Earth and its resources. By the time our children leave The District, they will have explored the relationships and interactions between people and the environments in which they live and upon which they depend. We seek to develop young geographers, who can make links and connections between the natural world and human activity. Geography helps to prepare children for life in the 21<sup>st</sup> century with all its currently unknown possibilities. Our school commits to ensuring every pupil, at every stage, has regular and appropriately challenging and engaging learning in geography, as informed by the National Curriculum. They will be taught to:

- collect, analyse and communicate a range of data, including that gathered through fieldwork;
- interpret a range of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS);
- communicate geographical information in a variety of ways, including maps, numerical and quantitative skills and writing at length;
- discern the significance of geographical regions, how these regions have changed over time and how these changes have an impact, globally.

### **Implementation**

#### **The Content of Geography Curriculum**

We have developed a scheme of work for geography, underpinned by National Curriculum and informed by our school context. Our curriculum builds upon previous learning across the key stages. Vocabulary is mapped out carefully to ensure that it is embedded in pupils' learning.

Each new project will begin by setting the geographical context within the pupils' current experience, within the locality and within the wider world. Knowledge Organisers and home learning projects support and enhance pupils' learning.

Each lesson will include:

- an element of map or atlas work;
- a vocabulary focus;
- a revisit to check learning;
- an opportunity to evaluate learning, which can be in verbal or written form.

In addition to this, strategies are taught to help children remember key knowledge and time will be given to encourage independent or paired learning.

In the EYFS, children are given opportunities to develop geographical concepts through the Understanding the World aspect of learning. They are encouraged to think about themselves as a significant member of their community. They are given opportunities to discuss familiar places including their homes and compare these with those of others.

## Inclusion

As a school, we ensure that all pupils can engage with geographical learning and develop as young geographers irrespective of their race, cultural background, gender, religion, creed, level of intellectual ability or physical and emotional circumstances.

## Opportunities and Resources

As geography in its nature is concerned with the world around us, visits and experiences are an essential part of developing children's curiosity and growing understanding. Across the key stages, potential opportunities include:

EYFS	KS1	LKS2	UKS2
-Farm visit - Use of the school grounds	Local area walk Seaside visit Use of the school grounds	-Local area walk -City visits	-Museum visits - Offsite fieldwork opportunities
<i>Further opportunities for fieldwork may take place through other subjects or whole school activities eg traffic survey in maths, whole school RSPB Birdwatch, outdoor learning in science studying local environments.</i>			

## World Wise

Throughout KS1 and 2, children have 3 weekly World Wise sessions each week. These sessions focus on issues with national or global significance and provide opportunities to further explore their world under the headings people, place, politics and position. Geography knowledge should be reinforced through these sessions by supporting pupils in locating where different areas are on a world map.

<p style="text-align: center;"><b>People</b></p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture and the religious beliefs</li> <li>• Homes</li> <li>• Industry and jobs</li> <li>• Languages spoken</li> </ul>	<p style="text-align: center;"><b>Place</b></p> <ul style="list-style-type: none"> <li>• Main landmarks and features of the area</li> <li>• Physical geography</li> <li>• Produce</li> <li>• Weather patterns</li> </ul>
<p style="text-align: center;"><b>Position</b></p> <ul style="list-style-type: none"> <li>• Where in the world</li> <li>• Map location</li> <li>• Northern/Southern hemisphere</li> <li>• Continent</li> <li>• Neighbouring countries</li> </ul>	<p style="text-align: center;"><b>Politics</b></p> <ul style="list-style-type: none"> <li>• Government</li> <li>• Leader</li> <li>• Monarchy</li> <li>• Current affairs</li> <li>• Currency</li> <li>• Trade</li> </ul>

## Assessment

At the beginning of each unit, prior knowledge is established. Formative assessment, like this, will take place in all lessons, in the form of retrieval practice (revisiting recent and past learning.) The outcomes will inform future planning and children will be involved in evaluating their learning progress. Assessment tasks are designed to allow all children to demonstrate their new learning, regardless of ability. At the end of a unit of work, class teachers will record individual progress and attainment in geography via Insight.

At the end of Key Stage 1, pupils will be expected to:

- name and locate the 4 countries of the United Kingdom and its surrounding seas;
- name and locate the 7 continents and the 5 oceans of the world
- know the town where they live and be able to name some of the major human and physical features of their locality.

By the end of Key Stage 2, pupils are expected to:

- widen their knowledge of the UK by naming and locating the capital cities of each country, understanding the distinctions between the United Kingdom, Great Britain and the British Isles. compare several regions of the UK in terms of physical and human features, discussing these in terms of land use, biomes and economic activity, and identifying how some of these geographical aspects have changed over time;
- name and locate countries of Europe, North America and South America and be able to compare different regions of these continents in terms of physical and human geography;
- locate and identify the characteristics of a range of the world's most significant human and physical features, identifying the global significance of these areas and the change over time.

### **Monitoring**

The geography lead monitors and reviews the implementation and development of the geography curriculum in consultation with the Headteacher, SLT, staff members and governors. Monitoring is carried out through a range of methods including:

- Regular book scrutiny
- Learning walks
- Display and learning journey observations
- Teacher observations
- Teacher surgeries
- Pupil voice surveys