



## Geography

### Intent

At **Hanbury's Farm and Oakhill Primary School**, we strive to ensure our Geography Curriculum is a rich and stimulating part of our pupils learning. It will inspire our children's curiosity, encouraging them to engage and develop a fascination about the world we live in. As geographers, our children will gain knowledge and understanding about the processes that shape the environment around us in our local area but also the wider world - discovering the physical and human differences of places and people from around the world. Through offering a broad and balanced curriculum across each key stage from Early Years, right through to Key Stage Two, we aim to facilitate:

- 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 terms and vocabulary.

National Curriculum Geography links specifically the specific areas 'Understanding the World' and the Early Learning Goal 'People, Culture and Communities' and 'The Natural World'. The specific areas of learning provide children with a broad and balanced curriculum and with opportunities to strengthen the Prime Areas of learning (Personal, Social & Emotional, Physical Development and Communication & Language). Practitioners will stimulate children's interests, play and learning with positive interaction and reflect on the three characteristics of effective teaching and learning.

On their geographical journey, children will develop a love for geography itself which remain with them for the rest of their lives.

### Implementation

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

**By the end of Reception**, children will be expected to;

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Explain some similarities and differences between life in this country and life in other countries, drawing on the knowledge from stories, non-fiction texts and when appropriate – maps.
- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

For Key Stage One and Key Stage Two, Geography is taught for half a term each term across the academic year, following the aims and content set out in the National Curriculum to ensure children are exposed to a broad and balanced curriculum. We utilise topics in a spiral curriculum to ensure the progression of knowledge and skills across each year group by revisiting knowledge and skills, and building and deepening previous learning. As well as the skill objective, we also support this with a Key Knowledge Question which is the key knowledge children will learn each lesson. This is also enquiry based which means that pupils gain a solid understanding of geographical knowledge and skills.

We aim to ensure lessons are inclusive and offer opportunities to use a range of geographical sources including maps, diagrams, globes and aerial photographs as well as first hand experiences and outdoor learning opportunities. We hope to provide more opportunities for children to be able to learn from first hand experiences through educational visits to bring learning to life. Fieldwork is made accessible through utilising the school grounds and enables to children to revisit and consolidate their understanding of their immediate locality. We also use Wonder Words to promote key geographical vocabulary and highlight these at the start of each lesson and encourage children to use these appropriately and accurately throughout lessons. Cross-curricular opportunities and links are made with other areas of the wider curriculum such as reading and writing.

**By the end of Key Stage Two**, children will be expected to leave the Federation with a strong foundation of skills and knowledge in the key areas of geography set out in the National Curriculum. These areas are;

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

### Impact

Through focusing an enquiry-based approach, teachers will assess children against the National curriculum expectations for Geography. Geography will be assessed through formative and summative assessment opportunities. At the end of each lesson there is a unit quiz and an assessment done at the end of each unit where children can demonstrate the skills, knowledge and understanding they have developed, alongside the evidence in pupils' books. This will demonstrate the impact of teaching and learning.

As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context. With the consistency of teaching and learning through each topic, children will become increasingly more confident and they should leave school equipped with a range of skills and knowledge to enable them to study Geography with confidence at Key Stage 3.