

Geography

Intent

The curriculum intent for geography is firmly rooted in our school desire to give all children strong foundations from which they may become **successful, independent learners for life** and is centred around our school values of **independence, co-operation, respect, responsibility, resilience and ambition**.

Our high-quality geography education should **inspire** in pupils: **enjoyment**, curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with **meaningful** 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. We want children to develop their understanding of British values and be aware of their impact on the world and the choices that they make can, and will, affect the world around them. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. Our inclusive geography curriculum also strives to embed equality and diversity by helping pupils to question the world around them which will ensure our children are able to **independently flourish in a complex world**.

The end points are defined in the National Curriculum at the end of KS1 and end of KS2. At Parklands, we have defined the end points for each year group to aid the assessment process and ensure knowledge and skills develop well, in sequence within units of work and over time across different themes. Coverage and the progression of knowledge, skills and vocabulary documents will support the teaching and learning of geography to ensure pupils are able to achieve the defined end points.

Our teaching and learning of geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Implementation

- Geography concepts of 'weather and travel' in KS1 and 'climate and tourism' in KS2 are taught throughout all year groups to ensure pupils make links throughout their whole school learning.
- Planning documents provide teachers with coverage plans based on the national curriculum intent and end points from which teachers can produce sequenced and progressive lessons.
- Geography knowledge and skills are mapped out across all year groups to support pupil outcomes at and provide a clear progression of learning including: fieldwork skills; locational knowledge; place knowledge; human and physical geography.
- Vocabulary is also progressive and some geographical vocabulary is revisited to ensure that pupils retain language and can apply it across varying unit.
- Knowledge organisers are bespoke to the unit that classes learn about. These are used as a tool for teaching and learning as well as supporting pupil retention of knowledge and assessment for learning.
- Key performance indicators in each year group support end of year assessment and define specific end points that teachers make judgements against.
- Geography is taught in half termly blocks, twice across the academic year. Through this, children experience, practise and develop a range of skills and knowledge within all areas of the curriculum whilst developing geographical understanding.
- An additional summer focus week is planned for classes to complete a fieldwork study of the local area. Pupils learn, practise and develop skills of: observing, measuring, mapping, collecting and analysing evidence, presenting and communicating learning and evaluating.
- Geography is intertwined in a cross-curricular approach through other subjects to ensure cognitive links can be made in their learning – particularly reading, writing, science, design and technology and art and design.
- Technology is used creatively to enhance teaching and learning and engage all pupils.
- Year planning allows blocked periods of time where geography will be a focus. This ensures teachers can be flexible with their timetable to ensure quality, memorable teaching and learning takes place.
- On every appropriate occasion, teachers use first-hand experience, visits, visitors, artefacts and the local and wider environment to engage children's interest and imagination.
- Teachers have consistent, high expectations of the quality of work produced and it is valued through good work assemblies, class presentations and school displays.
- Where necessary, lessons are adapted to meet the needs of all learners, including those with SEND and ensures equal access for all.
- Links are made to British Values and Rights Respecting where this is appropriate.
- Where appropriate, fiction and non-fiction texts are used to support learning and ignite curiosity.
- Exciting reads are evident on every knowledge organiser and sourced from the library service. These are displayed in the classroom along with a wealth of topic books to support the learning of the subject.
- Evidence of pupil work, key vocabulary and 'sticky facts' are evident on display in all classrooms, providing a point of reference for pupils during and after lessons.
- In the EYFS, teachers provide opportunities for children to: develop a curiosity and interest in the human and physical world through investigating, talking and asking questions about their local area and provide experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities, indoors and outdoors, will attract the children's interest and curiosity.
- Our EYFS classes are involved in whole-school projects, workshops, events and competitions, where appropriate.

Impact

By the time our pupils leave Parklands they:

- Have an extensive base of geographical knowledge and vocabulary.
- Have an excellent knowledge of where places are and what they are like.
- Are able to articulate their knowledge well
- Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- Are fluent in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- Have the ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Have significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Have highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.
- Are equipped with the vocabulary, knowledge and skills to continue on their journey of geographical learning in key stage 3.
- Will achieve age related expectations in geography.