

SUBJECT ON A PAGE

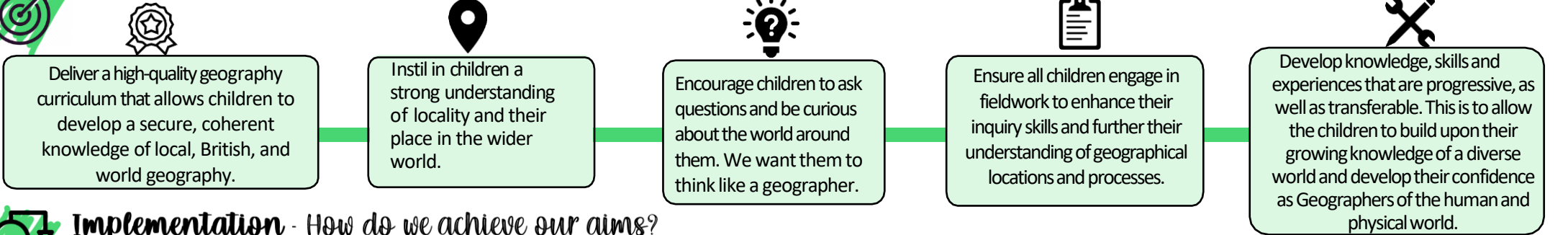
Geography

The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. **Barack Obama**

ASPIRE- BELIEVE-
ACHIEVE



Intent - We aim to...



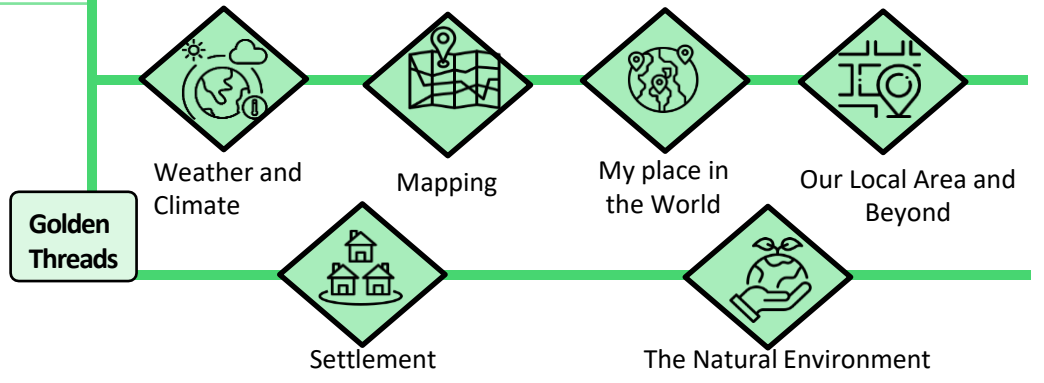
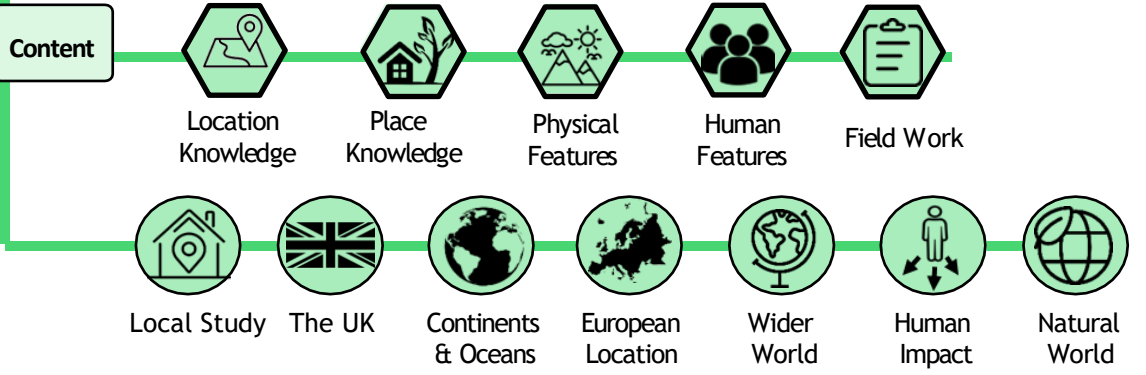
Implementation - How do we achieve our aims?

Our Curriculum At Keep Hatch Primary School, our geography curriculum has been carefully designed and sequenced to provide pupils with a secure, coherent knowledge of local, British and world geography. At all stages, the curriculum links to previous content and skills and identifies later links. Geography is taught 3 half terms over the year, for one session a week. Each unit of work is planned carefully to ensure concepts are taught in optimal order to support children's understanding. All units are underpinned by substantive knowledge and vocabulary whilst ensuring children develop their disciplinary knowledge (geographical skills). Each unit of work has an emphasis on geographical enquiry where children investigate questions. In addition to substantive and disciplinary knowledge, children will develop their experiential knowledge through visits, interacting with maps, and engaging in fieldwork.

At the heart of our approach is retrieval practice and recapping. Retrieval practice occurs at the beginning of each geography lesson and provides the opportunity for children to recall previously taught knowledge; for example, the lesson may begin with a quiz or a map activity which will practice the recall of key facts from prior learning. Units of work refer to learning from previous units to enable children to grapple with substantive knowledge but we also build disciplinary knowledge such as map making, and their use and the children are learning to 'think like a geographer' asking questions such as 'What is this place like?'



Progression of knowledge and our 'Golden threads' At Keep Hatch, children will encounter 'Golden Threads'. These are substantive concepts that are revised and developed throughout different geography units and across the key stages. For example, the idea of 'weather and climate' will be introduced in KS1 with units on seasons, the seaside and near and far, until in KS2 the thread is continued with comparative studies, climate change and biomes. Additionally, the curriculum has been carefully mapped so that children build links with the history units covered. For example, local history is carefully linked to local area studies and the geography unit on rivers is linked with the Ancient history unit on The Egyptians to study the river Nile. We hope that this approach allows children to make the links that allow knowledge to be retained and applied.





Implementation (continued)

Strong Foundations

In the Early Years Foundation Stage, much geographical work is based on the **'Understanding the World'** strand of the curriculum. It focuses on developing knowledge of the immediate environment e.g. the school grounds, seeing maps in stories and making maps and locations within small world play and in other continuous provision. Children begin to develop a sense of place and an emerging sense of scale when we look at some contrasting world locations (e.g. in terms of climate, what animals live there etc), we recognise and discuss some similarities and differences between life in this country and other countries.

Field work

Children across the school engage in fieldwork activities that are age appropriate and relevant to topics. Children have opportunities to explore parks; rivers and ponds; Wokingham town centre, local land use and other outside areas. Taking learning out of the classroom helps to contextualise Geography, making it more real for the children and providing experiences that children will enjoy. Risk assessments are always carried out and shared.

Enquiry-led Learning

All lessons begin with a discussion around the key question with opportunities to make links with prior learning. The learning within the lesson allows the children to demonstrate new skills and understanding and to present this in a variety of ways. This carefully sequenced learning allows the children to answer the question by the end of the topic. This feeds into our assessment process.



Cross-curricular Links

Where possible, Geography is made explicit across the curriculum and opportunities to share geographical skills through other subjects are utilised. Many subjects hold strong links to Geography, e.g. writing, art, history or science. The use of ICT is also part of learning in Geography to carry out research, watch videos, log data, and explore online maps (including Google Earth) etc. Reading in Geography takes different forms. Children will read non-fiction (and digital texts) to research or further their Knowledge. In addition, picture books are explored where appropriate. Geography related books are freely available in class libraries to support with learning



Use of maps, globes & atlases

The use of maps, atlases and globes is an integral part of Geography lessons. Children explore atlases that are age-appropriate, and globes are also used to solidify an understanding of place awareness in 3D form. The use of maps includes world maps; maps of particular continents or countries; OS maps etc. Both political and physical maps are shown to suit different purposes.



Assessment

Opportunities for formative assessment are integrated throughout the lessons through discussion and writing opportunities. In EYFS, work may be recorded in their Learning Journals and in KS1 & KS2, children each have a History/Geography book. Summative assessments are planned at the end of each unit. These are often writing opportunities to answer the key enquiry question posed at the beginning and will draw on the 'Golden Threads' children have explored.



Vocabulary Development

Understanding technical vocabulary is central to learning in Geography. Vocabulary is explored in lessons and displayed for children and staff to refer to. Lessons begin with the revisiting of key vocabulary to ensure definitions are remembered. It is also developed through reading texts together.



Impact - How will we know we achieved our aims?



Children at Keep Hatch learn about and can talk confidently about a wide range of places using geographical vocabulary. They are able to make links with prior learning.



Children can use maps and atlases to locate places, including their place in the world: sharing similarities and differences that identify physical and human features.



Children ask questions and have a real sense of curiosity to find out about the world and the people who live there.



All children engage in fieldwork throughout the key stages and use their findings to further their understanding of the topics taught. They show an appreciation for where they live and why they should look after it.



Children can complete research, compare places and carry out investigations through fieldwork, communicating their learning confidently