

## **Curriculum Intent for Geography at Foundation Stage, Key Stage 1 and Key Stage 2**

### **VISION**

The vision of our Geography curriculum is to ensure that children at Padbury C of E School develop the necessary skills to equip them to make sense of a complex and ever-changing world and thus, become global citizens who are always the best that they can be. We aim to enable children to shine in all they do and share their skills and knowledge with others, harnessing a love of learning and a thirst for knowledge in Geography. We want to inspire them to be inquisitive and to develop a desire to explore, not only their local area, but to develop a global awareness of the world around them and its people. We believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world.

### **INTENT**

**EYFS** - The building blocks of all learning are first observed, recognised, examined and ‘played’ with, if not arranged, from an early age. Enabling pupils to take on the role of a geographer: exploring, discovering and beginning to make sense of the world around them is an important consideration when planning for the seven areas of inter-connected learning and development that make up the EYFS framework. In particular the area entitled ‘Understanding the world’ presents the opportunity for pupils to reflect on the events and routines that they and their peers experience. They should be given the opportunity to formulate questions to investigate the similarities and differences that exist and be encouraged to discuss these with interest and sensitivity. Through role-play the children can learn experientially about the different environments that different professions operate in and explain why some things happen the way they do in both the physical and human world.

**KS1 and KS2** - Geography is, by nature, an investigative subject, which develops an understanding of subject specific concepts, knowledge and skills. The curriculum is designed to ensure that teaching equips pupils with 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 and skills to use maps and atlases. Through our teaching, we intend to provoke thoughtful questions and to encourage children to discover answers to their own questions through exploration and research. This enables them to gain a greater understanding and knowledge of places and environments in the world and also their place in it. Geographical knowledge and skills are progressive and are sequenced to provide the framework and approaches that provide explanation of how the Earth’s features at different scales are shaped, interconnected and change over time.

We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and beyond.

### **IMPLEMENTATION**

In order to foster children’s curiosity about the world, interest and creativity, we are enthusiastic about Geography and encourage children to explore and ask questions.

**EYFS** - Geography is taught in reception as an integral part of the topic work covered during the year. We relate the geographical aspects of the children’s work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five. Geography makes a significant



contribution to the ELG objectives of developing a child's understanding of the world through activities such as finding out about different places and habitats and investigating our locality.

**KS1 and KS2** – Skills and knowledge within Geography are taught in a context and with clear purpose. Our curriculum is topic based and provides a rich menu of exciting and motivating learning activities that make creative links between all aspects of our children's learning. Geography is taught as a discrete subject on the timetable but our Geography topics link thematically to History and Science and incorporate Art and DT, where possible, to further develop children's knowledge and understanding. This also ensures all areas of the curriculum are covered in depth. To enhance the development of pupils' geographical vocabulary, we make purposeful links with a rich variety of texts used in our English curriculum.

Blocked topic teaching is used to progress children's knowledge and skills. Due to mixed classes, each class has a long-term plan on a two-year rolling programme, with two to three Geography topics to be covered over each year. Geography topics will alternate with History. Teachers have identified the key knowledge and skills of each blocked topic and these are mapped across the school, ensuring that knowledge builds progressively and that children develop skills systematically. The key geographical vocabulary of each blocked topic is also mapped across the school ensuring that there is progression in vocabulary and that children understand, use and apply the vocabulary in the context of places, topics and concepts being studied. Existing knowledge is checked at the beginning of each topic, as part of the assessment strategy using 'Never Heard the Word' grids and KWL Grids. This ensures that teaching is informed by the children's starting points. Tasks are selected and designed to provide appropriate challenge to all learners, in line with the school's commitment to inclusion. At the end of each topic, key knowledge is reviewed by the children using blanked out Knowledge Organisers and rigorously checked by the teacher against End Points using 'Show what you know' quizzes and Assessment Activities. Knowledge is then consolidated and future planning adapted as necessary.

The children learn through an investigative approach, asking questions, gathering and recording geographical information and using various resources and technology. The school grounds and local area is utilised, with opportunities for fieldwork planned into the sequence of learning in EYFS, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. This enhances teaching and learning in Geography and enables children to base learning on first-hand experiences. We aim to provide our children with memorable experiences by incorporating educational visits to places of geographical interest into our Geography curriculum and inviting guest speakers and visitors to school to share with us their knowledge of the world.

We use Kapow as a basis for our teaching which secures the progression of children's knowledge and skills. Where we can, we adapt the geography curriculum to suit our local area particularly in regard to fieldwork. Studies start from understanding the school, Padbury village, Winslow and Milton Keynes as local area studies.

### **SEND and Inclusion**

Lesson plans will be scaffolded to ensure quality of access to all children. For children with special needs, tasks may have to be broken down into small steps, giving them achievable goals, and activities should reinforce the pupil's understanding of content covered previously. In this way all children will be enabled to achieve their full potential.

Padbury CE School is committed to promoting Disability Equality and equality of opportunity for pupils with learning difficulties. When planning and teaching Geography staff will make reasonable adjustments to promote equality of opportunity for disabled and non-disabled pupils. This could include:

- Allocating adult support



- Providing additional support materials (eg visual aids such as photographs, objects, Makaton symbols, concept boards)
- Providing alternative resources eg. Switch technology which is easy to manipulate, use of alternative materials including 3D models for pupils with sight or hearing difficulties.
- Modifying tasks (Eg working on the same objectives but with an alternative choice of media, recording work in different ways such as with a digital camera or verbally.
- Teaching new vocabulary in an explicit way.
- Identifying risk points in the lesson, visit or field trip and provide appropriate preparation and support.
- See also 'SEN policy'.

## **IMPACT**

Children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it. Children's knowledge and skills will progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent geographers in secondary education.

**By the end of Year 2**, most children will attain the national curriculum outcomes for 7 yr olds and will be able to:

### Location Knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas Place Knowledge
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and Physical Geography
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

### Geographical Skills and Fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

**By the end of year 6**, most children will attain the age-related expectations for 11-year olds and will be able to:



- Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Locational knowledge
- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Place knowledge
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

#### Human and physical geography

- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Geographical skills and fieldwork
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

#### Features of progression

Progress in geography can be characterised by:

- breadth of study: the gradual extension of content - places, themes and environments - to be considered;
- depth of study: the gradual development of general ideas and concepts and deeper understanding of increasingly complex and abstract processes, patterns and relationships;
- scale of study: the shift in emphasis from local, smaller scale studies to more distant, regional, national, continental and global scales;
- skills: the use of specific geographical skills such as mapwork and more general skills of enquiry matched to children's developing cognitive abilities;



- social, economic, political and environmental issues: the chance to develop greater appreciation and understanding of the influence of people's beliefs, attitudes and values on alternative courses of action relating to people, places and environments.

## Wider impact of Geography

### Language and communication

Children develop language skills by:

- exploring ideas about the focus for their work using specific and geographical vocabulary;
- asking and answering questions about source materials and how these help them to develop their ideas, including recording ideas and annotating materials in their geography books;
- learning geographical specific vocabulary about location, physical and human places by extracting information from sources such as atlases, reference books and the internet;
- use geographical language to form and draw maps and diagrams to communicate geographical information;
- develop geographical field, mapping and geographical specific terminology ;
- making sense of their world through using language, talking and writing with meaningful opportunities for discussion and dialogue, sorting data, ranking information, identifying links between concepts, reconstructing information, discursive writing and so on.

### Mathematical Skills

Geography is a numerate subject and uses mathematical concepts in some way in most lessons; for example, numbers, scale, graphs, data, temperatures, percentages, ratios, co-ordinates. Numerical literacy includes solving numerical problems, the ways in which numerical information is gathered by counting and measuring, and how it is presented in graphs, charts and tables. There are many opportunities within geography for pupils to develop their numeracy skills such as:

- demonstrate an understanding of number, area and scales, and the quantitative relationships between units
- design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability
- understand and correctly use proportion and ratio, magnitude and frequency
- draw informed conclusions from numerical data. Values and attitudes

*'Geography inspires pupils to become global citizens by exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet.'* (Geographical Association) Children have opportunities in Geography to:

- learn a sensitivity and concern for landscape and the environment
- show an appreciation of the world including its people, places, landscapes, natural processes and phenomena
- develop knowledge and understanding of the human and physical processes which shape places;
- appreciate similarity and difference in the world around them and to respect other people's beliefs, attitudes and values;
- develop interest and enjoyment of geographical experiences and build confidence and understanding;
- recognise and understand issues concerning the environment and sustainable development.



Spiritual development in Geography:

- helps pupils to recognise the beauty and diversity of the world.
- builds awareness that helps children understand their place in the world.
- provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future.

Moral development in Geography:

- provides opportunities for pupils to reflect on how the environment is affected by decisions made by people, so that the children can make informed choices in the future;
- children learn through discussion to appreciate the moral dilemmas posed by introducing changes to the environment (for example, building a high-speed rail link) and the effects this can have on the surrounding area.

Social development in Geography:

- helps pupils to understand the need to consider the views of others when discussing localities, settlements and the environment;
- Supports work on a locality in a less economically developed country to provides an opportunity to discuss social issues;
- encourages collaborative projects when on fieldwork, making the most of different strengths and interests within a team.

Cultural development in Geography:

- explores different settlements, with children gaining knowledge of different cultures, learning tolerance and understanding of their diversity.

