



Geography



LEGACY



DIVERSITY



ENQUIRY

Intent- We aim to...

provoke and provide answers to questions about the natural and human aspects of the world.

encourage children to develop a greater understanding and knowledge of the world, as well as their place in it.

develop knowledge and skills that are transferable to other curriculum areas, which are used to promote their spiritual, moral, social and cultural development.

equip 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.

Implementation- How do we achieve our aim?

EYFS	KS1
<ul style="list-style-type: none"> Know what type of house they live in. Name the features of their environment and how they might vary. Name the features of their environment and how they might vary. Know about one other country, linked to what they have read. Name and describe places they have visited and places from stories. Name the city/town/village/country in which they live and the street where their home and school are. Explore the natural world around them, describing what they can see, hear and feel whilst outside. 	<ul style="list-style-type: none"> Location study of continents and oceans. Hot and cold areas of the world. Mapping and fieldwork. Local area study- human and physical features. Compare a small part of the UK and a contrasting non-European country. Study of a small area of a contrasting non-European country- Yanomami people of the rainforest.
LKS2	UKS2
<ul style="list-style-type: none"> Map and fieldwork skills using human and physical geography. United Kingdom study. OS Map skills and fieldwork. Latitude and longitude. The water cycle. Study the environmental regions of Europe, Russia, North and South America. Introduce Rivers. 	<ul style="list-style-type: none"> Locate world countries, biomes and vegetation belts. Introduce 4 and 6 figure grid references. Ordnance Survey map skills and fieldwork Physical processes- earthquakes, mountains and volcanoes. Orienteering map skills and navigation. Comparison of a region of the UK, Europe and North America.

Key Knowledge

Our geography curriculum will ensure all pupils develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and know how these provide a geographical context for understanding the actions of processes. They will know 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.

Key Skills

through experiences of fieldwork and interpret a range of sources of geographical information, using the skills to present and share their understanding in a wide variety of formats.

Strong Vocabulary Development

All classrooms display geographic vocabulary, and these words are explored with children to strengthen their understanding.

Cross Curricular Links

Geography links well with other subjects in particular, English, history, art, music and religious education. For example, children can use their ICT skills to help with research and their historical knowledge to make sense of the local geography.

Implementation (continued)

Strong Foundations

In EYFS understanding the world involves guiding children to make sense of their physical world and their community. Listening to a broad selection of stories, non-fiction, rhymes and poems our children’s 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.

Blocked Planning

This approach provides children with an immersive experience for 2-3 weeks, where both skills and knowledge are explored and developed thoroughly. At the beginning of a block, knowledge organisers are shared with the children so that all understand the expectations of the learning ahead, as well as the desired outcomes; children become extremely familiar with these throughout a block, self-assessing against the new knowledge and skills acquired.

Impact- How will we know we have achieved our aim?

As a geographer leaving CREATE, every child will have the skills to:

- 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
- 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..