

# Geography Curriculum

## INTENT

We **intend** to nurture our children into confident learners of the World who reach their milestones. To embed and master Geography skills and an understanding of the world that are transversal now and in the future.

## IMPLEMENTATION

**Geography Lessons** – whole class input leading to teacher led class specific focus.

**Text rich learning environment** – writing and electronic – including subject specific

**Learning environment including Outside classroom** – Child initiated learning environment set out according topic/learning with key areas. To support continuous provision. To explore, to challenge, to question, to engage and to be curious.

**Writing for purpose** – curriculum specific including vocabulary understanding; writing for an audience; writing for geography

**Continuous opportunities for Speaking and Listening** – Orally discussing their experiences as well as their work with peers and adults. Sharing their ideas/working as a team; subject specific conversations

**Marking and Feedback** – updated to reflect their preferences and a variety of ways to praise/encourage the pupils

**Teaching style** – spacing, retrieval and interleaving approach

**Planning** – One main topic with four sub topics – revisited for sustained mastery.

**Pupil Voice** – pupils are involved in the weekly planning and reflection

**SMSC /Experiences/PSHE** – Trips/visits/clubs/walks in local community/visitors – embedded in school culture – daily and special moments

## IMPACT

The children will **know** what they are learning through:

**Work Portfolios** – children will be able to reflect on their work in this improved way as work will be presented in a file for them to access and share with parents

**Displays** – work will be presented on our 'clipboard' displays to share and reflect.

**Assessment – Daily; Baseline**– at the beginning of an academic year; **Termly** – through teacher assessment **Self and Peer** –pupils know their Geography milestone (during activity/lesson)

**Wellbeing** – adults see pupils daily and are able to support wellbeing in relation to their learning – extending and supporting at the right time

**Marking and Feedback** – children will know their next steps – (see Marking and Feedback policy)

## MILESTONES

YEAR GROUP	MILESTONE
<b>END OF RECEPTION (EYFS)</b>	<ul style="list-style-type: none"> <li>• Children know about similarities and differences in relation to places, objects, materials and living things.</li> <li>• They talk about the features of their own immediate environment and how environments might vary from one another.</li> </ul>
<b>END OF KS1 YEAR 1 &amp; 2</b>	<p><b>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observations, to enhance their locational awareness.</b></p> <p><b><u>Locational Knowledge</u></b>            Name and locate the world's seven continents and five oceans.            Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><b><u>Place Knowledge</u></b>            Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.</p> <p><b><u>Human and physical knowledge</u></b>            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.            Use basic geographical vocabulary to refer to:            Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><b><u>Geographical skills and fieldwork</u></b>            Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies at this key stage.            Use simple compass directions (North, South, East, West) and locational and directional language [for example, near and far; left and right], 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.</p>

Year Group	Greater Depth
<b>Reception</b>	Children in Reception class who are showing Greater Depth in Understanding of the World will have confidently achieved their ELG along with a curiosity of the world (local/national/worldwide), including geographical, and across the areas in the EY curriculum; there is an enjoyment to share their geographic skills; there is a curiosity to further develop skills including observations of their world (local/national/wider world). There is an understanding of subject specific language and vocabulary, they are naturally ready for their next learning milestones.
<b>Year 1 &amp; 2 (End of KS1)</b>	Children in Year 1 and Year 2 who are showing Greater Depth in Geography will have confidently achieved their end of KS1 milestones along with a curiosity of Geography and the world (local/national/worldwide), and across all the areas of the curriculum; there is an enjoyment to share a variety of geographic skills; there is a curiosity to further develop skills including local national and wider world observations. There is an understanding of subject specific language and vocabulary, they will show their learning through their written and oral tasks. Children they are naturally ready for their next learning milestones in KS2.