

"Learning with our head, heart and hands so that we can experience life in all its fullness"

Geography

Intent, Implementation and Impact



Intent

We believe that "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. And in the end, it's about using all the knowledge to help bridge divides and bring people together." Barack Obama

At Matching Green CE Primary School our geography curriculum provides children with the opportunity to explore and discover the world around them from their very own classroom. Geography helps children to understand the world, its environments and places near and far, and the processes that create and affect the world.

We intend to develop children's curiosity and a fascination of the world and its people, which aims to ignite a love of learning within a curriculum that is both stimulating and motivating. Children will have the opportunities for investigating places around the world as well as physical and human processes. Teaching will equip children with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key human and physical processes. We encourage and create an appreciation of how the world works and of the connections between concepts such as community, cultural diversity and sustainability.

The curriculum intends to improve children's geographical vocabulary, map skills and geographical facts as well as to provoke thought to encourage children to discover answers to their own questions through exploration and research to enable them to gain a greater understanding and knowledge of the world and their place in it.

Implementation

To ensure coverage of the curriculum and continuity and progression of skills, Geography is taught using a scheme that underpins the National Curriculum but allows teachers to be creative in making adaptations tailored to the children's ideas for the topic and their learning needs. Our Progression of Skills document shows the skills that are taught within each year group and how these skills develop to ensure that objectives are securely met by the end of each key stage.

The key areas of the geography curriculum include:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Our Class Curriculum Coverage document shows when each of the units are covered throughout our two year rolling cycle alongside National Curriculum objectives. We have also broken down larger objectives into smaller, more manageable objectives. Each unit fully scaffolds and supports essential and age appropriate sequence learning. However, it also

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allows teachers the flexibility to adapt a unit to better reflect the overall class topic, a significant national or international event or a significant class interest.

As we have mixed aged classes the topics have been selected to match up with the overall curriculum topic being taught that term, whilst also ensuring that there is a broad and equal coverage throughout each cycle and that children are able to progress and develop their artistic skills. Our learning is topic based, which allows their children to be immersed into the subject using a variety of classroom based, research, practical and cross-curricular opportunities. We provide opportunities to develop and consolidate skills and concepts introduced in the classroom and allow children to extend their understanding of the 'real' world.

Key skills are visited several times with increasing complexity in a spiral curriculum model; allowing children to revise and build on their previous learning. The fieldwork aspect of our curriculum allows children to become observant, to develop their enquiry, recording and analysing skills. We use the local area where appropriate.

Our Geography Vocabulary document outlines the key geographical language children will be exposed to throughout the unit of work.

Lessons at Matching Green CE Primary School are always practical in nature and encourage experimental and exploratory learning. Differentiated support is given to each child throughout the lesson to ensure that lessons are enjoyed and accessed by all whilst also stretching the higher attaining children when required. Knowledge organisers for each unit support children in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Geography can be taught either as single lessons once a week or as a block of lessons over a short period of time (1-3 days typically) this allows children to become fully immersed in their topic, to refine, improve and properly evaluate their piece of work. It is the teacher's discretion to choose how geography is taught over the term/half term and is dependent also on the overall class topic.

At certain times throughout the academic year the whole school come off topic and immerse themselves in a whole school theme e.g. 'Fantastic Plastic', 'The Olympics' throughout these mini topics time is given for children to create projects and to respond to more local or global issues e.g. climate changes to the world, this enables children to be responsible citizens and think about our impact on our planet.

The SLT are acutely aware that Matching Green CE Primary School does not have a huge diversity of children. Therefore our geography curriculum is also an important platform to share the diverse world we live in with our children; bringing a greater understanding of cultures and ways of life to them. This is in line with our Equality Statement.

Impact

Children are able to demonstrate some of the skills that they have learnt through the double page spreads in their topic books. Teachers use a range of Assessment for Learning strategies to tailor their next steps in the teaching and learning cycle. Teachers assess children's attainment alongside the National Curriculum objectives using an agreed code.

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The impact of the teaching and learning is monitored through both formative and summative assessment opportunities. Each lessons provides teachers with strategies to assess children against the learning objective and at the end of each unit there is a knowledge catcher and a quiz.

The expected impact of the Art and Design curriculum at Matching Green CE Primary School is that children will:

- Use geographical vocabulary accurately and understand the different strands of geography
- Deep understanding of the Earth's key physical and human processes
- Make links to other curriculum subjects
- Improve enquiry skills and inquisitiveness about the world around them
- Understand their impact on the world around them
- Develop a positive commitment to the environment and the future of our planet
- Become competent in collecting, analysing and communicating a range of data gathered
- Interpret a range of sources of geographical information
- Communicate geographical information in a variety of ways
- Speak confidently about their geography learning, skills and knowledge
- Good understanding of locational knowledge; having an understanding of where places are and what they are like; including places that are personally important to them
- Have the confidence to form an opinion, take responsibility and share an understanding about current and contemporary issues in society and the environment