



Geography

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- 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.

To become competent in the geographical skills, pupils needed to:

- 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.

Intent

At Eastington, we aim for a high-quality thoughtfully crafted geography curriculum which should inspire in pupils a curiosity and fascination about the world and its people. Our teaching equips pupils with knowledge and understanding about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We want children to enjoy and love learning about geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits. Our geography curriculum is reviewed, refined and adapted (by class teachers and subject leaders) to ensure that the curriculum meets the diverse needs of all our children.

Implementation

In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school, class by class. Geography at Eastington is taught in a discrete block as part of a termly topic within the year, so that children can achieve depth in their learning. All geography topics begin with children developing their location skills progressively across each class so they are able to place themselves within the world in which they live. Our curriculum is set up so new skills, knowledge and understanding will build on prior learning from previous classes. Opportunities to revisit key learning objectives are planned and lessons are subsequently developed to ensure that children's working memory is not overloaded, therefore knowledge is embedded and deepened as a result.

During KS1, children will develop contextual knowledge and understanding of the location of the United Kingdom as part of the continent of Europe and where it is placed in relation to the other six continents and five oceans of the world. They will carry out a local study and look at some key physical and human geographical features in their local area as well as being able to place their own location within the wider UK. Children will begin to understand the defining physical and human characteristics of the UK. Children will build on this knowledge and develop a deeper understanding of the impact of physical and human geography through a comparison of the similarities and differences of their local area to that of another country.

During KS2, children will build on their knowledge and understanding of the UK and extend their knowledge and understanding of both physical and human geography beyond the local area to include the United Kingdom and Europe. Children will extend their geographical knowledge and understanding beyond the UK, comparing and contrasting key continents, to include Africa, 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 and the impact they have on each other. They will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Throughout the curriculum, children will deepen their understanding of the impact of both human and physical geography on our planet and the environmental changes that occur because of this.

At Eastington, class teachers are usually responsible for teaching geography. We take every opportunity to link topics across the curriculum, and plan trips / visiting experts to enhance the learning experience. The needs of all children are met through the planning and delivery of this subject. This is carried out in a variety of ways, such as: differentiation through outcome or task, adult support, adapted tasks or materials and pre-teaching of skills and vocabulary where necessary. On some occasions, skills, knowledge and understanding may be adapted to make learning accessible for all, whilst at the same time ensuring challenge.

Key vocabulary has been identified to aid progression and demonstrate acquisition of key knowledge, skills and understanding. Vocabulary identified is progressive through the school.

Impact:

After the implementation of this progressive geography curriculum, children will demonstrate acquisition of the identified key knowledge, skills and understanding. Discreet vocabulary progression also forms part of the units of work. As children progress throughout the school, they develop knowledge, an understanding and appreciation of their local area and its place within the wider geographical context. Children will gain the skills to equip them for the geography curriculum at Key Stage 3 and for life as an adult in the wider world. Geographical understanding is further supported by the school's links with

London and Kenyan partner schools. We want the children to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.

We aim to celebrate children's achievements in this subject in a variety of ways. This could include displays, celebration assemblies, sharing on school website, peer evaluation and whole class discussions. This not only supports pupils' self-esteem and motivation but raises the profile of the subject throughout the school community.

Our developing geography curriculum is being monitored and reviewed by the geography subject leader to ensure the intent and implementation of the curriculum is reflected in the day to day teachings at Eastington. A wide range of evidence is gathered through: data analysis, work scrutiny, teacher and pupil conferencing or surveys, and learning walks. From this, the impact of our curriculum will be analysed and the necessary adaptations and alterations will be made to support the learning of all children.