



## Whole School Curriculum Design: Geography INTENT – IMPLEMENTATION - IMPACT



### Intent

In Geography our provision is designed to promote the exploration of the connections between people and places. We aim for our pupils to explore both natural and cultural similarities and differences and to become confident 'Geographers'.

We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. It will develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time.

We intend to develop children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. The curriculum is organised to offer a range of opportunities for investigating places around the world as well as physical and human processes.

We place a great emphasis on practical Geography and on making links with our locality and region wherever possible. Fieldwork is a driving factor in our planning. Our lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and good progress in the subject.

### SMSC

We draw attention to our collective responsibility for our planet. We ensure our children have a developing awareness of social impact through concepts such as migration – why people move etc. We want our children to understand that we, as humans, influence change as a result of our behaviours and actions.



### Impact

We believe that the impact of using our personalised Geography curriculum and progressive units will ensure that geography learning is loved by teachers and children across our school. Teachers have higher expectations and more quality evidence can be presented in books. All children will use geographical vocabulary accurately and understand the different strands of geography, with a deep understanding of the Earth's key physical and human processes. Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet. Children will become competent in collecting, analysing and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways. All children in the school will be able to speak confidently about their geography learning, skills and knowledge.

### Implementation

When designing our curriculum we have sought to focus on **3 main areas**:

**Knowledge: What do we want our children to learn and remember? We do not want to overwhelm our children with too much information therefore sequencing the knowledge to be learned is key.**

**Concepts: We have focussed on the seven geographical concepts of place, space, environment, interconnection, sustainability, scale and change which are the key to understanding the places that make up our world. From here, we have planned each unit of work considering the following key concepts: Location and Place, Cause and Effect, Change, Planning and Decision Making, Systems and Processes and Inequality.**

**Skills: How will we teach our children to become effective Geographers? What skills do they need to learn to understand the content?**

- **EYFS** Geography in EYFS is introduced through curriculum enhancements. Children are exposed to a variety of opportunities to explore their familiar environments, their sense of place and the wider world. They are able to ask questions to further their emerging understanding of where they are in the world. This is aided by high-quality and diverse texts, maps and rich vocabulary used by lead practitioners.
- In KS1, the Geography Curriculum is taught across Year 1 and Year 2. Within the key stage children begin to use maps and recognise physical and human features to do with the local area and building to using maps to explore the continents and oceans of the world. The children will begin to compare where they live to places outside of Europe and ask and answer geographical questions.
- In KS2, map skills are developed further using digital maps, more keys and symbols and children begin to use more fieldwork skills. Through revisiting and consolidating skills, the children build on prior knowledge alongside introducing new skills and challenge as outlined in our progression of skills document. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Across both key stages, children have a range of opportunities to experience geography through practical engaging tasks beyond the classroom. End of unit assessments and progression trackers give our non-specialist staff who lead geography confidence in the progression of skills and knowledge and that outcomes have been met. Key words are also provided to be used by children to deepen their geographical knowledge.