

At Grewelthorpe & Fountains C of E Primary Schools we are committed to providing all children with learning opportunities to engage in geography.

Geography is an essential part of the curriculum, it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. Our curriculum has been designed to lead through enquiry, enabling children to look at the bigger picture, ask questions, make connections and form their own judgements to valid geographical questions.

Intent

The intention of the Geography Curriculum at our Primary Schools are to inspire children's curiosity and interest to explore the world that we live in and its people; to contribute to their cultural, social, and moral understanding. The children will work through carefully-considered and progressive disciplinary skills essential to the understanding of geography.

Topics are introduced through thought-provoking questions to encourage children to discover answers and form opinions based upon knowledge exploration, experience and research. These questions are based on real-life geographic issues and are encouraged to consider how it impacts their life.

Our geography provides the opportunity to debate, challenge and reconsider their thinking. It is underpinned by their knowledge throughout their geographic journey with us, through the exposure to high-level geographic vocabulary delivered in context.

We aim for the children who leave our school to be rounded geographers, equipped with enough understanding and value of the world to prepare them for their role as citizens of the 21st century.

Implementation

We have carefully considered our timetable and topic choice to extract the based possible opportunities our local geography possesses and to expose our children to the wider world.

We are fortunate to be situated in an AONB and within a short distance of two national parks, with their unique geography. Our schools are both near the World-Heritage-Site of Fountains Abbey as well as being close to Brimham rocks and Hackfall woods. In order to foster children's curiosity about the world, interest and creativity; we aim to give the children the most geographic experience as possible through fieldwork-led enquiries and research.

- Our long-term progressive plan has been structured in such a way that the knowledge from one topic supports the upcoming ones ahead.
- Vocabulary and discipline skills are re-visited and built on; they're applied through our work throughout the curriculum.
- Regular opportunities to re-visit knowledge throughout the topic through the use of quizzes are given to ensure knowledge has been committed to long-term memory and that it is not forgotten.
- New key knowledge and vocabulary are taught in context and applied throughout

- Fieldwork opportunities are planned whenever possible to meaningfully enhance their understanding, through interacting with the public, carrying out surveys, collecting data, creating maps and observational work.
- Opportunities are created and shared to raise geographic understanding throughout the school year. A weekly 'world' assembly is held discussing world news and geographic questions. Debates are held, links are made across the curriculum to ensure geography and associated skills are utilised where possible.
- Time is given for staff to share their experiences and results of the curriculum ensuring reflective teaching is built upon and plans adapted to harness opportunities and embed prior knowledge and develop built-up of new knowledge.
- Our geography enquiry-led questions are on display in all classrooms during the topic with relevant vocabulary and knowledge is added to displays throughout showcasing the journey and serving as a visual reminder for reflecting their evaluations and views.

The national curriculum

Foundation Stage:

The geography curriculum is known as; Understanding of the World and is organised on a topic basis. Children cover the three aspects of physical, human and environmental geography. The Geographical skills listed below are incorporated into the various topics: • use correct geographical vocabulary

- use and develop enquiry skills
- follow directions using map skills
- form views and opinions about the environment
- be aware of the local environment
 - be aware of the wider world
 - be aware of ICT within Geography

Key Stage One:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. The Geographical skills listed below are incorporated into the various themes:

- 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;
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country;
 - 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 key physical and human features;
 - use world maps, atlases and globes to identify key areas of interest,
- Be able to use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map;
- use aerial photographs, create simple maps and use symbols to create a key;

- conduct simple fieldwork and observations to study the locality of the school and the surrounding area.

Key Stage two:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and 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. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;
 - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time;
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night);
 - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America;
 - describe and understand key aspects of physical and human geography;
 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
 - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world;
 - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

INCLUSION (SEN, G&T, EAL):

We aim to provide a culture that reflects our distinctive Christian ethos; a culture that ensures an ethos and environment which is a safe, welcoming place. Christian values are practised that centre on the uniqueness of individuals, their worth, potential and the need for inclusion in an accepting cohesive Christian community.

Work is diversified and differentiated to allow learners to experience success at their optimum level and targets a range of learning styles that include visual, auditory kinaesthetic formats.

SEND children may need to be provided with reasonable adjustments through their tasks and the level of challenge provided. Advice can be sought from the school's SENDCO where applicable

SCHEMES OF WORK

We follow the National Curriculum programme of study and have developed a bespoke and fitting programme of study tailored to our school. We have created a progressive skills

document which individual topic knowledge organisers are created from highlighting the new vocabulary and knowledge which will be covered.

Assessment

Children's prior knowledge is assessed through the use of simple pre-assessment quizzes at the start of each geography unit. These pre-assessments are used by teaching staff to plan for the unit in order to direct the learning towards gaps and misconceptions. Children are then reassessed at the end of each unit with the same quiz, alongside an end-of-unit task such as a double-page spread that allows them to showcase their learning. Regular recalls and revisits throughout the topic, allowing staff chance to assess how well the learning has been committed to long term memory.

Leadership of Geography

The geography leader will follow the school's subject leadership timeline to ensure that the monitoring and development of the subject is maintained at a high standard by:

- Monitoring our programme of study, providing opportunities for staff to reflect and share their experiences of topics taught, making adjustments as needed.

- Moderate work samples with the pupils and/or teachers;

- Discussions with pupils;

- Conducting learning walks and explore geography in classrooms

Develop opportunities for further geography in the curriculum and on the playground.

- Provide guidance to colleagues;

- Assist with maintaining and replenishing resources that are required within the budget;

- Assisting staff to implement assessment throughout school through moderation and discussion

- Ensure that the Schemes of Work allow for continual progression across school;

- Keep up to date with changes or new initiatives that would support the development of geography