

SUBJECT OVERVIEW

At Keevil C of E Academy we aim to provide a high-quality geography education that inspires in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.



Intent: We aim to...

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.

Our curriculum is organised as a progression which facilitates the re-visiting of learning through recurrent themes, such that it becomes embedded in children's long term memory.

SEND pupils are expected to access the same curriculum as others, but it might be that teaching methods need to be adapted.

Formal learning starts in EYFS: children should begin to acquire a wide range of vocabulary and develop a sense of place.

Children are expected to remember the key content from their lessons. Therefore we provide ample opportunities for retrieval practice

Implementation: How do we achieve our aims?

All lessons are from the curriculum maps ensuring all areas are covered; this includes an overview of targets and shows progression in vocabulary . Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.

Concepts

Locational knowledge

Naming and locating:

- World continents, oceans
- UK, the four countries, key characteristics and capital cities
- The world countries, focus on Europe + North/ South America including physical and human features

Place Knowledge

Understand geographical similarities and differences through studying the human and physical geography of:

- A small area of the united kingdom and of a contrasting non-European country
- The human and physical geography of a region in a European country and a region within North of South America

Human & physical processes

Knowing why something occurs and the impacts it has are at the core of geography. There needs to be a balance between these aspects. Pupils need to be able to:

- Describe their own and others' environments.
- Recognise similarities and differences between the world around them and contrasting environments.
- Understand important processes and changes in the world around them, including those affecting the land, bodies of water and the air, people, and wildlife.

This requires careful sequencing - it is also important to focus on the relationship between physical and human geography.

Geographical skills and Map Skills

Pupils need to be taught how to construct their own maps and plans, and interpret both hard-copy and digital maps and plans including representations such as atlases and globes.

Pupils need to understand direction and scale in order to read maps proficiently.

Fieldwork

Fieldwork connects learning in the classroom with the complexity of the real world: it is formal education outside of the classroom. It involves making observations, collecting and analysing data, and describing their findings - all about the environment around them. The immersion in thinking about relevant features makes the knowledge stick in their memory. For example, explaining observations draws on knowledge of human and physical processes and locational knowledge.

Structure

Each theme begins with a research question which is continually revisited throughout the term. Children in KS2 usually complete a what you know/what you would like to know which is then revisited at the end of the topic. Children are provided with enquiry-based research learning opportunities and we encourage children to ask as well as answer geographical questions.

Geography teaching will be exciting and engaging with opportunities for children to participate in a range of real-life experiences such as fieldwork visits to places such as Pencelli and Danywent (a residential focused on learning about river formations, orienteering and geology), Lulworth Cove and Avebury, as well as their local area, exploring a contrasting location to broaden their geographical knowledge and understanding and taking part in orienteering.

Children are offered the opportunity to use a variety of data, such as maps, globes, statistics, graphs, pictures, and aerial photographs, and we enable them to use computing and digital technologies to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class.

They engage in a wide variety of problem-solving learning. Wherever possible, we involve the children in 'real' geographical opportunities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.

Cross curriculum links

English

Much of the writing required when researching, comparing and presenting geographical knowledge links with differing text types. During English lessons the children are taught how to write information texts, fact files, reports and presentations.

Reading

During every lesson the children will be expected to read. This could take the form of a text or a presentation

Foundation subjects

There are many links made across the curriculum including history (ancient cultures), Science (volcanoes, rocks, earthquakes) and Art (observational drawings of manmade and natural features etc.)

✓ **Impact.** *how will we know we have achieved our intent?*

Pre and End of unit assessments

Regular retrieval practice in a variety of forms focusing on present and past learning which will show if the learning has been embedded

During discussion children will be able to apply the vocabulary of geography. This will show progression.

Monitoring via learning walks, book looks and talking to the children.