

## **GEOGRAPHY**

### **Intent**

To develop, regardless of ability or background, children with a greater understanding and knowledge of the world, their place in it and what it truly means to be a 'Geographer'.

During each Geography Topic, children develop knowledge, vocabulary and skills through their own first hand experiences, where they are encouraged to draw their own conclusions based on individual or group findings, determined by a geographical enquiry question introduced at the start of each lesson. All the pupils' observations and findings are used to answer an enquiry question the end of each unit.

### **Implementation**

#### **EYFS**

In EYFS, Geography is incorporated into the area of learning entitled 'understanding the world'. Children are encouraged to explore and visit their local area e.g. the park and the library. They will make observations about their community, thinking about how they live and what type of buildings and opportunities there are in their local area. Children are given the opportunity to look at similarities and differences between their country and life in other countries. Furthermore, they will look at different countries through exploring animal habitats and climate. They will participate in seasonal walks, making observations about the natural world and considering seasonal changes. Children will be taught how to use simple maps and be given opportunities to apply this knowledge. As with all areas of the EYFS children's development is assessed through a balance of child initiated observations and teacher led activities.

#### **Curriculum (Y1-6)**

Pupils at Handforth Grange study a broad Geography curriculum implemented through the Rising Stars Geography Scheme of work, which encompasses a variety of units of work to interest pupils and encourage curiosity about their own locality and the wider world. Learning about their own locality and the wider world broadens children's understanding of different countries and their cultures. This promotes tolerance and acceptance of others which links to our school theme – No Outsiders; as children understand the world as one community.

Every lesson inspires children to take on the role of a 'Geographer', as each unit has a key question to encourage the use of geographical enquiry, as well as the focus on acquisition and application of key subject knowledge, concepts and vocabulary throughout. A range of opportunities are provided to enable pupils to communicate their knowledge and understanding of the subject, this is further supported through a variety of opportunities to learn outside of the classroom, both in our local area and wider surrounding areas.

From Year 1 to Year 6 the depth of each unit increases, expanding from the pupils' own environment to the wider world. Place studies start local and increase in scale to regional, national and global. Skills and knowledge are introduced then revisited in different units in different contexts. For example: 'Weather' is implemented throughout all Key Stages but gradually progresses to a more in depth study as the children progress through the school. For example, KS1 learn about weather and

the seasons, which further develops to the importance of climate in Lower Key Stage Two and finally In Upper Key Stage Two, we address how we can protect our environments and combat global warming.

Throughout the topics, connections are made between their own locality and the wider world through links within and across units to support pupils. Each unit provides opportunities for pupils to observe, acquire appropriate geographical vocabulary, use such vocabulary to describe, compare and analyse findings / data, to ask insightful geographical questions and to give geographical explanations.

### **Impact**

All pupils complete key assessment tasks provided within the units these set criteria for each area of the National Curriculum with the expectations for pupils working towards, meeting and exceeding expectations. This is usually at the end of a topic, but could be within, depending on the concept or skill that is being assessed. These statements support teachers in target setting. Teachers use this assessment to record individual pupil progress and this information is then used to plan for gaps in knowledge.

The children's work is presented in their geography books following the presentation policy guidelines.

Each topic will culminate in a creative outcome which allows them to present their learning across the topic in a variety of ways. This may include aspects of computing to create a multimedia presentation, a video or a piece of artwork, a design product or a written piece.

Through our geography lessons, children will be taught key vocabulary linked to each unit. They will also acquire a range of skills including:

Geographical enquiry

Field work

Map Reading Skills