



Subject Rational: Geography

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

Curriculum Intent

Our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people, which will remain with them for the rest of their lives.

Children investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes. We are committed to providing children with opportunities to investigate and make enquiries about their local area of Calverley, Leeds and Yorkshire so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special.

Our key substantive knowledge strands are:

- **Place and Space**
- **Scale**
- **People, Culture and Trade**
- **Environmental Impact**

These are an integral part of our curriculum as children continually revisit these concepts to secure a deeper understanding of the World.

Through high quality teaching, we aim to develop the following essential characteristics of geographers:

- An excellent knowledge of where places are and what they are like, both in Britain and the wider world
- A comprehensive understanding of the ways in which places are interdependent and interconnected
- An extensive base of geographical knowledge and vocabulary
- Fluency in complex, geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques
- The ability to reach clear conclusions and explain their findings
- Excellent fieldwork skills as well as other geographical aptitudes and techniques
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment

We aim for all children to develop a genuine interest in geography and a real sense of curiosity about the world and the people who live here so that they develop a desire to find out more about the world or explore it themselves.

In addition to the National Curriculum aims, our school vision sets out the following aims which will be achieved through the teaching of high-quality Geographical sequences of learning:

- Pupils are happy in their learning and set high expectations of themselves
- Pupils will demonstrate independence and effective team-working skills and understand the importance of being a positive role model and taking ownership of their own learning journey
- Pupils are proud to be a part of our welcoming, inspiring and safe environment which effectively supports learning and development
- Pupils are involved in local events and will gain an understanding of how they can positively contribute to where they live and those who live there

The Geography curriculum reflects our school values in the following ways:

Ready:

We prepare for the future and set high expectations of ourselves – Our Geography curriculum prepares our children with the skills, tools and experiences to understand their environment and the natural world. It provides children with a sense of location and a deep understanding of where they are in relation to other places and objects.

We are ready to learn and are positive about new challenges – Pupils will receive a high-quality geography education that will stimulate curiosity, challenge and a love of learning.

Respectful: *We look after our environment and equipment*- During our Geography lessons, pupils use a range of resources and equipment to help them develop their geographical and fieldwork skills. Pupils learn how to use these tools safely and with great care.

We respect difference and know we are all equal- Pupils learn to become respectful, tolerant citizens through their knowledge of diverse places and people.

Responsible:

We know who to go to for support and help- At Calverley Parkside, pupils take responsibility for their learning and seek support and help from their peers and also the range of resources in class before seeking support from a teacher. Throughout KS1 and KS2 pupils are encouraged to take responsibility and seek help from their peers, working walls and the range of geographical resources. At the beginning of a unit of work, pupils are provided with a knowledge organiser that highlights key information and vocabulary they will be learning and using. Pupils are responsible for using this to consolidate any new learning and to help them embed new facts and knowledge.

How is our Geography curriculum implemented?

At Calverley Parkside, the Geography curriculum is taught from EYFS to year 6 where all programmes of study from the National curriculum are planned effectively and delivered to a high quality. Pupils in all year groups will focus on locational knowledge, place knowledge, physical and human knowledge and geographical skills and fieldwork. On the school website you can find a long-term plan and progression map that provides an overview of the unit of work as well as the progression of learning from each year group. Knowledge organisers are also shared with pupils before a unit of work and these highlight key vocabulary and information that your child is learning.

In KS1 and KS2 a sequence of geography lessons are taught over a half term or term within the school year. This ensures pupils' understanding and knowledge of a particular place is effectively covered and pupils have sufficient time to embed new knowledge and revisit and investigate places and their features before moving onto new learning. Within a Geography lesson, pupils can work in a range of ways, individually, in pairs, in groups and as a whole class. Our curriculum is designed to support all children regardless of their ability and needs. The school grounds and local area offer a stimulating environment and lots of opportunities for pupils to develop their geographical skills and to undertake fieldwork. Throughout a lesson, pupils are encouraged to work in a range of ways to enable them to gain a deep understanding of the world around them. They use first-hand experiences as well as a

range of resources, including, maps, atlases, globes, photographs and computer software to enable them to gather information, record results and find out about the world around them. School recognises the importance of and invests in continuing professional development for teachers to enable them to teach Geography effectively.

What is the intended impact of Geography?

The Geography curriculum at Calverley Parkside inspires pupils to develop a curiosity and fascination about the world whilst providing a deep understanding of key physical and human processes. We aim...

- To stimulate children's interest in their surroundings
- To develop children's knowledge of places and environment throughout the world
- To develop an understanding of maps and direction through using digital maps, compasses and aerial photographs
- To enhance children's sense of responsibility as an individual and as part of a community for the care of and contribution to the local environment
- To make children aware of the part that other people play in the making and shaping of environments around the world
- To allow children to learn graphic skills, including how to use and interpret physical and digital maps, use compasses and aerial photographs

The assessment of children's work is ongoing to ensure that they have understood a concept and that progress is being made. Any misconceptions that arise throughout the unit are identified and addressed appropriately. Children continue to recall their knowledge throughout a unit in order to ensure knowledge becomes deeply embedded in pupils' memories.

Feedback is given to the children as soon as possible, and marking work is guided by the school's Marking Policy. Both formative and summative assessments are used and carried out by the class teacher to support children's progression and next steps.

Special Educational Needs and Disability

We recognise that pupils with SEND have a range of different needs and starting points. Some of our pupils have severe, complex or profound needs that have a significant impact on their cognitive development, especially the way that they are able to make alterations to their long-term memory. Teachers are ambitious for all pupils including those with SEND, developing and adapting the curriculum so that it is coherently sequenced to all pupils' needs, starting points and aspirations for the future; acquiring the knowledge and cultural capital they need to succeed in life.

How is Geography enabled in the Early Years?

In the EYFS Geography is taught through *Understanding of the world: The World*. Children at the end of the EYFS will:

Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

(EYFS Early Adopters framework 2020)

Children are taught through first hand experiences, play and enhancements in the provision. Teachers carefully plan adult-led and independent challenges inside and outdoors enabling them to explore the wider world around them. This may include activities such as collecting postcards from different places, singing songs from around the world, making and tasting food from different countries and looking closely at our local environment. Pupils will also have opportunities to observe things closely through a variety of means, including magnifiers and photographs. They will develop knowledge and understanding of geographical vocabulary through engaging in small world play and through practical activities. For example, taking care of flowerbeds.

Children throughout EYFS are assessed against *Understanding of the World: The World* criteria identified in development matters. Judgements against the early learning goal are made by the end of EYFS.