

# Geography

## Intent

- Enable pupils to use, apply and consolidate appropriate subject vocabulary
- Increase and extend pupil knowledge of key concepts and geographical skills
- Begin to explain in simple terms the interaction of people with their environments

With this intent in mind, we have planned units that allow children to know and understand about people and places from a diverse range of cultures and backgrounds. We follow the EYFS statutory framework and National Curriculum and our curriculum provides teachers with a clear overview of the precise knowledge pupils will learn in each module. The foundations of Geography are cemented in the EYFS through learning within ***Understanding the World: People, Culture and Communities***. Our ambitious interpretation of the National Curriculum places knowledge, vocabulary, working and thinking geographically at the heart of our principles, structure and practice.

## Substantive knowledge

- This is the subject knowledge and explicit vocabulary used to learn about the content.

| SUBSTANTIVE CONCEPTS IN GEOGRAPHY |                 |                              |                                   |
|-----------------------------------|-----------------|------------------------------|-----------------------------------|
| Locational knowledge              | Place knowledge | Human and physical geography | Geographical skills and fieldwork |

## Disciplinary knowledge

- The application of substantive knowledge and how children construct understanding through processes, evidence, pattern seeking, reasoning and explaining change. We call it '**Thinking Geographically**'.

| DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER |                    |                 |             |                     |
|---|--------------------|-----------------|-------------|---------------------|
| Location and Place Knowledge                      | Physical Geography | Human Geography | Environment | Geographical Skills |

## Principles

- Each study draws upon prior learning.
- EYFS, pupils may learn about **People, Culture and Communities** or **The Natural World** through daily activities and exploring their locality and immediate environment. This is revisited and positioned so that new and potentially abstract content in Year 1 can be put into a known location and make it easier to cognitively process.
- Diversity is built into our curriculum. Children are exposed to a range of positive role models and ambassadors from a diverse range of backgrounds.
- Geography is built around the principles of cumulative knowledge focusing on **spaces, places, scale, human and physical processes** with an emphasis on how content is connected and relational knowledge acquired. An example of this is the identification of continents, such as Europe, and its relationship to the location of the UK.
- Geography equips pupils to become '**more expert**' with each study.

| Specific Area of Learning | ELG<br>People, Culture and Communities  | Key Vocabulary to be developed in EYFS  | How this is achieved in EYFS   | Geography KS1 National Curriculum  |
|---------------------------|---|---|--|--|
| Understanding the World   | <b>ELG:</b> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</li> <li>Explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul> | <ul style="list-style-type: none"> <li>Geographer</li> <li>World</li> <li>Ocean</li> <li>Country</li> <li>City</li> <li>Town</li> <li>Village</li> <li>Place</li> <li>Map</li> <li>Season</li> <li>Weather</li> <li>Forest</li> <li>Beach</li> <li>Mountain</li> <li>Planet</li> <li>Space</li> <li>Earth</li> </ul>  | <ul style="list-style-type: none"> <li>Looking at where we live and talking about features we see on the way to school, (Shops, roads, parks, etc...)</li> <li>Exploring the school grounds to look at features of the environment.</li> <li>Discussing where extended family members live on a map, including our EAL families place of birth.</li> <li>Exploring Christmas traditions from around the world.</li> <li>Learning Bilton is a village</li> <li>Learning Rugby is a town in England</li> <li>Learning about Pirates – Oceans they sailed across. Locating land and sea on maps</li> <li>Naming features of the world around us (farms, beach, woodland etc)</li> </ul> | <b>Locational knowledge</b> <ul style="list-style-type: none"> <li>Name and locate the world’s seven continents and five oceans.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <b>Place knowledge</b> <ul style="list-style-type: none"> <li>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.</li> </ul> <b>Human and physical geography</b> <ul style="list-style-type: none"> <li>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.</li> </ul> <b>Use basic geographical vocabulary to refer to:</b> <ul style="list-style-type: none"> <li><b>Key physical features</b>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li><b>Key human features</b>, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> <b>Geographical skills and fieldwork</b> – Use of maps, atlases, and globes. Use directional language to describe locations. |
|                           | <b>ELG<br/>The Natural World</b>  | Linked to communication and language pupils will: <ul style="list-style-type: none"> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Describe events in some detail.</li> <li>Use new vocabulary in different contexts.</li> <li>Engage in non-fiction books</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge/vocabulary</li> </ul> |  |  |
|                           | <ul style="list-style-type: none"> <li>Exploring the Natural World around them, making observations and drawing pictures of animals and plants.</li> <li>Know some similarities and differences between the natural world around them, and contrasting environments, drawing on their experiences and what has been read to them in class.</li> </ul>                               |   |  |  |

### Sequencing

- The cumulative nature of the curriculum, retrieval and spaced retrieval practice, word-building and deliberate practice tasks increases substantive knowledge and accelerates learning within and between study modules.
- The effect of this cumulative model supports opportunities for children to associate and connect with places, spaces, scale, people and culture.

### Early Years

- In Early Years, early Geographical content is taught through **Understanding the World**.
- Children explore the geography of the local area in the EYFS to give them a firm understanding of the world in relation to themselves, and then extrapolate this knowledge to learn about the countries and capital cities in Year One before revisiting in Year 2 to study the local area in more depth.

### Spaced Retrieval Approach

- Our Geography curriculum is delivered through a series of modules which are deliberately spaced throughout the academic year with opportunities to introduce and revisit key concepts. This approach enables staff to deepen pupil understanding and embed learning.

## Implementation

At The Griffin Primary School, we have implemented Cornerstones Curriculum Maestro, which ensures complete coverage of the National Curriculum programmes of study.

The geography projects are well sequenced to provide a coherent subject scheme that develops children's geographical knowledge, skills and subject disciplines. Where there are opportunities for making meaningful connections with other projects, Geography projects are sequenced accordingly.

The objectives of the curriculum are met through projects that follow a series of stages which are sequenced into lessons:

- **Engage** – children are immersed in the project theme gaining knowledge, vocabulary and understanding.
- **Develop** - children build upon this knowledge to gain a deeper understanding and use their skills in a meaningful way to gain a better understanding of the world.
- **Express** - children reflect on their learning, which they express through an end-of-unit open book assessment.

Where possible, teachers build in opportunities for memorable experiences connected to class projects: children use a range of sources or artefacts to build a picture of a place or that they will learn about, or visit a place of interest.

### **Modular Approach – Knowledge**

- Geography is taught across the school in modules that enable pupils to study in depth key knowledge, skills and vocabulary.
- Each module aims to activate and build upon prior learning, including EYFS, to ensure better cognition and retention.
- Some modules are revisited as part of a spaced retrieval practice method to ensure pupils retain key knowledge and information.

### **Development of Geographical skills**

As well as ensuring pupils are taught key knowledge, each module is designed to offer pupils the opportunity to undertake enquiries and develop their skills as a Geographer through:

**Locational and place knowledge:** learning about the world's continents, oceans and countries and how to locate places on a map. This area of study also includes children learning about their local area and the wider world and developing an awareness of the different cultures, traditions and environments of different places.

**Physical geography:** learning about the natural features of the Earth, including mountains, rivers, volcanoes, oceans and coastlines. This area of study also includes children learning about climate and weather patterns and how these impact the natural world and human activity.

**Human geography:** learning about human activity and how people interact with the environment. This area of study includes children learning about topics such as population, settlement and land use while developing an understanding of how humans impact the natural world.

**Geographical skills:** learning the skills needed to carry out practical tasks such as map reading, data analysis and fieldwork techniques. This area of study includes children learning to use different types of maps, atlases and digital resources.

Overall, our Geography curriculum helps our children to develop their understanding of the world, encouraging them to become responsible and informed global citizens and to appreciate the importance of sustainability and protecting the environment.

We aim for children to balance a deep and progressive core knowledge (facts, names, vocabulary and location) with a developing sense of place (senses, values, emotions and opinions).

We intend for them to develop enquiry and investigatory skills. We seek to inspire a curiosity and fascination about the world and its people which will remain with them for the rest of their lives.

### **Minimum lesson expectations**

All Geography lessons will incorporate the following elements:

- **Connect:** prior learning from the sequence
- **Explain:** introduce & explain new vocabulary required for the lesson
- **Example:** use a worked example to model the intended learning
- **Attempt:** practice using what they now know
- **Apply:** independently show what they know
- **Challenge:** encourage them to elaborate using key vocabulary or greater explanations

### **Geographical Vocabulary**

#### **EYFS**

We want our children to have an expansive vocabulary and through teacher modelling and planning, children are given opportunity to use and apply appropriate vocabulary. Geographical language is taught and built upon with vocabulary being a focus. This is also encouraged through planning trips and having visitors in school.

#### **Key Stages 1 and 2**

- Vocabulary instruction is at the heart of the curriculum and subject specific words are incorporated in each module.
- Our Geography curriculum is knowledge and vocabulary rich
- Geographical vocabulary is explicitly taught within each unit.
- Specific and associated geographical vocabulary is planned sequentially and cumulatively from Y1 to Y2. High frequency, multiple meaning words (Tier 2) are taught and help make sense of subject specific words (Tier 3).

### **Knowledge Organisers**

Accompanying each module is a **Knowledge Organiser** which contains key vocabulary, information and concepts which all pupils are expected to understand and retain. They support vocabulary and concept acquisition through a well-structured sequence that is cumulative.

### **Homework**

- At least one piece of homework is given to children during each unit taught.

### **Tailoring for SEND / <20%**

We aim for all Geography lessons and learning questions to be accessible to all pupils.

QFT for SEND pupils will typically include any of these 5 effective strategies:

- *Scaffolding e.g. sentence stems,*

- *Explicit instruction e.g.*
- *Cognitive & metacognitive strategies e.g. knowledge notes*
- *Flexible grouping*
- *Use of technology*

### **Reading**

Our Geography curriculum is supported by a wealth of high-quality texts which support pupil's learning and develop their skills in accessing information from a range of sources.

### **Oracy**

When discussing their findings or presenting information, pupils are encouraged to speak using full sentences and incorporating key geographical vocabulary. This is modelled by teachers e.g. using my turn, your turn.

### **Writing**

Pupils are expected to write across all areas of the curriculum with teachers modelling how to write purposefully.

## Impact

### **Teacher assessment**

#### **Formative**

- Teachers use formative assessments within lessons as children are required to demonstrate their knowledge and the intended outcomes of the unit
- Following revisit sessions or cumulative quiz outcomes, staff will adapt their teaching in response to this feedback

#### **Summative**

- Evidence of pupil outcomes are used to check on pupil understanding.

#### **Monitoring**

- Pupil Book Looks are used to investigate how and when pupils are using the expected vocabulary, and to ensure that all learners have been able to access the content to know more and remember more. The leader will assess their use of and understanding of the subject specific vocabulary for that unit of work, and use this assessment to feedback to staff about gaps in knowledge and understanding, and ensure progress for all from individual starting points.
- Learning walks.
- Pupil Voice
- Year group timetables.
- Implementing units and reviewing termly how the curriculum is being implemented.