



What Geography looks like at Church Drive Primary School

We plan our creative curriculum so the children build a sense of belonging and believing and can achieve in the world.

Curriculum Intent

What geography looks like in our school:

Geography in Church Drive Primary School aims to encourage children to become resourceful and active citizens who have the skills to contribute to the world around them. The Kapow Primary geography scheme has been selected to deliver geography lessons from Year 1 to Year 6. This scheme has been chosen as it is designed to develop a curiosity and fascination about the world. It focuses on providing children with the opportunity to think like a geographer, building an awareness of how Geography shapes our lives at multiple scales and over time.

You would see:

- Opportunities to inspire children's curiosity about the world.
- Children working individually, in pairs and groups to develop key Geographical skills focusing on map work, investigating human and physical geography and fieldwork which develops across each year group.
- Exciting Geography topics to provide children with the opportunity to explore and investigate the world around them.
- A well planned 'Progression of Skills' to enable the children to work on and develop new skills in each Year.

This is our philosophy:

- Enabling children to develop an excellent knowledge of where places are and what they are like, both in Britain and the wider world.
- Developing a comprehensive understanding of the ways in which places are interdependent and interconnected.
- Building an extensive base of geographical knowledge and vocabulary.
- Developing fluency in complex, geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques.
- Enabling children to be able to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment.
- Fostering a genuine interest in the subject and a real sense of curiosity about the world and the people who live here.

This is the Knowledge, understanding and skills at each stage:

By the end of EYFS pupils will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

By the end of Key Stage 1 pupils will:

- Begin to develop knowledge about the world, the United Kingdom and their locality.
- Understand basic subject-specific vocabulary relating to human and physical geography.
- Begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

By the end of Key Stage 2 pupils will:

- Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.
- Learn about the location and characteristics of a range of the world's most significant human and physical features.

Cultural Capital in Geography

Children may demonstrate an understanding of different culturally significant places.

They will relate locational knowledge to the impact not only of their immediate lives, but in a wider setting such as community, British values and cultural relevance.

They will compare differing locations to their own experiences, drawing on their understanding to make comparisons and similarities as well as differences.

Children may demonstrate knowledge of the physical features of culturally different places around the world.

They will also be able to explain and describe the different weather types for these different places around the world.

Children will understand various physical features of the world and they will compare and contrast this with their local environment.

Curriculum Implementation

This is how it works (*some does not apply to EYFS*):

- There is a cycle of lessons for Geography, which are carefully planned in terms of progression and depth, concentrating on the geographical skills suited to the age group.
- Enquiry questions form the basis of each units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions.
- There are five key threads which run through each unit (locational knowledge, place knowledge, human geography, physical geography and skills and fieldwork). These threads are displayed on the working wall and moved when referred to in each lesson.
- To enable fieldwork to be undertaken regularly, Fieldwork includes smaller opportunities on the school grounds to larger-scale visits to investigate physical and human features. Developing fieldwork skills within the school environment and revisiting them in multiple units enables pupils to consolidate their understanding of various methods. It also gives children the confidence to evaluate methodologies without always having to leave the school grounds and do so within the confines of a familiar place.

This is what adults do:

- Create a learning environment that supports learning and that engages children's interest in the topic being studied and makes links to previous and future learning.
- Carry out regular book scrutinies and planning audits.
- Take part in whole school professional development.

This is how we support and ensure access for all children:

- Small group/1:1 adult support given where required.
- Ensuring that a range of equipment and resources are available to ensure success for all pupils e.g. information at different reading levels.
 - We use teacher and self-assessment to quickly identify any child who requires additional support in specific skills.
 - Pupils then receive additional support or resources.

This is how we challenge:

- Differentiation planned from the very start of the lesson.
- Small group work to further challenge.

Curriculum Impact

This is what you might typically see:

- Happy and engaged learners
- Paired/group work
- Discussions and questioning around different Geography topics.
- The use of subject specific vocabulary used in context.
- Presentation of learning in different ways.
- Engagement and perseverance
- Self-motivated children
- Passion for Geography topics.

This is how we know how well our pupils are doing:

- Lessons are planned based on geographical skills which are specific for each year group. The Kapow enquiry-based approach to learning will allow teachers to assess children against the National curriculum expectations for Geography.
- Photographic and video evidence.
- Displays of work in classes.
- Book scrutiny and planning audits.
- A double/single spread to assess children's knowledge at the end of each unit.

This is the impact of the teaching:

- Children who have an awareness of countries within Great Britain and around the world.
- Children who show enthusiasm and excitement about exploring countries
- Children who are inspired to learn more about geography.
- Children who can apply their geographical knowledge to different contexts.

Pupils develop detailed knowledge and skills and, as a result, achieve well. This is reflected in the work the pupils produce. Pupils are ready for the next stage of education. Pupils with SEND achieve the best possible outcomes from their starting point.