



Geography Curriculum Offer

Intent	<p>Purpose: Pupils will be inspired to develop curiosity about the world and its people and understand that the interaction between human and physical features has shaped the world around us and continues to do so.</p> <p>Relationships: Pupils will understand the interrelationship between the various areas covered in Geography, specific locations around the world and develop an understanding of their place in the world. Cross-curricular links are made with Maths, Science, English and History.</p> <p>Impact: Pupils will be able to quickly locate, name and converse about significant global features, use a range of maps and atlases at various scales confidently and understand the importance of being able to navigate using a map. Pupils will develop an awareness of the impact various geographical landscapes have had on human behaviour and conversely the impact humans are having on the Earth, particularly with regard to climate change. In EYFS, the pupils often look at weather and compare the seasons which means they can start to understand the climate in the UK.</p> <p>Metacognition: Knowledge Organisers are often used to highlight key vocabulary, maps, locations and human and physical features. Pupils are taught memory strategies to support their recall of key information through songs and games. Pupils then test their recall and understanding by completing plotting and labelling tasks as well as low stakes quizzes. They are encouraged to ask and answer questions of increasing complexity and make explicit links between their personal experiences and knowledge of the world. Whole school long term planning provides for the regular repetition of geographical skills and objectives and their application to fieldwork as well as written work. EYFS builds on their knowledge of the local area and climate through the year to enable them to keep recapping skills.</p> <p>Experiences: Pupils are exposed to a range of high-quality educational experiences. From EYFS all the way to Year 6, pupils are taken on local area trips to enhance their knowledge of their immediate surroundings. They are provided with the opportunity to test their fieldwork skills in and around the local area. This includes applying compass skills, observing and drawing physical and human features and measuring and recording different variables with the intention that pupils gain an awareness of the geography around them and how it relates to their lives.</p>
Implementation	Geography has been carefully planned across the school to maximise impact and develop secure subject knowledge and make explicit links with History and Design and Technology. The planning follows a general pattern of first focusing on our local area, widening out into national/ European areas, concluding each year with an aspect of the wider world. In EYFS, the pupils focus entirely on the local area, so they have a secure knowledge base ready for KS1. The country studied in the wider world unit varies in each year group to ensure coverage of all continents. Our key themes for physical geography include climate, weather and physical



	<p>features. The key themes for human geography are trade, landmarks, transport, government and population. These themes are sequenced and repeated in our curriculum to ensure progression and secure subject knowledge as pupils move up the school.</p> <p>Geography is assessed through partner talk, whole class discussions, pupils' independent written work, oral questioning and explanations referring to various human and physical features to evidence their reasoning.</p> <p>Pupils are considered to be as GDS if they are able to recall and apply key geographical skills and knowledge to new or unfamiliar situations and provide detailed reasons for their answers. They are able to compare multiple human and physical features of different countries and their effect on aspects of geography such as trade.</p> <p>Key English skills such as reading and writing are used when recording learning and accessing new and key information. Oracy skills are practised throughout history lessons, providing opportunities for pupils to discuss and share ideas in the form of group work and whole class discussion.</p> <p>Subject leaders have a high standard of subject knowledge, support the teaching of their subject and ensure that staff feel confident to teach this area of the curriculum.</p> <p>Maps, globes and atlases are used throughout the school in all classes as a visual prompt to help pupils recall key locations.</p> <p>Geographical units conclude in an application of skills and knowledge that requires the pupils to display their learning in various forms.</p>
Impact	<p>Pupils will understand the significance of major global locations and can talk about the geographical features that have influenced human development and explain the impact humans have on the world.</p> <p>Connections between different Geography units, as well as between Geography and other subjects, are made explicit and pupils are encouraged to identify practical applications of their knowledge and skills</p> <p>Pupils demonstrate enthusiasm for Geography and see themselves as geographers. Pupils are excited to link Geography to their own lives and share what they have discovered independently.</p> <p>Pupils understand the importance of learning about the world we live in and are inspired to further explore geographical topics.</p>