



## **Subject: Geography**

### **Curriculum Intent**

At Kingsway Primary School, we follow a knowledge-rich geography curriculum which intends to equip pupils with a broad range of understanding throughout EYFS, KS1 & KS2.

Our geography curriculum is designed to inspire pupils to appreciate the value of the world around them, leading them to be thinkers, explorers and problem solvers.

Within our scheme of work, we have built in opportunities for repetition and practise of essential knowledge, skills and understanding. This ensures that children are able to revisit previous learning. We aim to create opportunities that help our pupils make meaningful connections, develop higher thinking orders and deeper understanding. We follow and have adapted the Cornerstones Curriculum Maestro which ensures that children are given opportunities to explore; locational knowledge, place knowledge, human and physical aspects of geography whilst applying this learning through an abundance of key geographical skills and fieldwork in line with the national curriculum aims and objectives.

Our pupils are given prospects to develop their understanding by expanding their learning beyond the classroom, within our local community and school grounds. They will visit well thought out fieldwork trips which encourages our pupils to apply their understanding to real life contexts and exercise the skills that they have learnt.

#### **Aims and Objectives:**

At Kingsway, we promote engagement in geography, we promote curiosity, encourage participation in discussions and emphasise the significance of both collaborative and independent learning to maximise the opportunities that we are giving our children to thrive in the local environment, wider community and our world.

The national curriculum for geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

- Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### Curriculum Implementation: Geography

At Kingsway Primary, we have constructed an ambitious curriculum that follows the content of the EYFS statutory framework and the National Curriculum.

The curriculum is structured to build upon prior learning as well as provide new learning opportunities. Our knowledge-engaged curriculum means that our children learn skills alongside knowledge, ensuring that both are explicitly developed. It builds on children's development and understanding whilst encouraging them to question the world around them. The aim of our curriculum is to enrich every child's experience by creating an environment where they are motivated to achieve endless possibilities. Their learning is carefully planned through an adapted scheme based on the Cornerstones curriculum. Leaders and teachers have adapted accordingly to ensure that it meets the needs of our children. Our curriculum prepares our learners with the essential knowledge and skills whilst helping nurture curiosity about the world around them. Through our curriculum, we intend to teach key concepts within geography progressively, building upon previous knowledge within a context based framework such as through projects.

At Kingsway Primary school, our dedicated team of staff work hard to reach high standards in everything we do. We actively engage in CPD in order to acquire the most up to date subject knowledge.

Throughout geography lessons, we aim to take into account pupils' prior knowledge and learning in order to carefully sequence their next steps in learning. Teaching and learning is underpinned by opportunities for repetition and practise of essential knowledge, skills and understanding across the curriculum. This ensures that children are able to revisit previous learning and help them to remember in the long term, content taught and how to integrate new knowledge into larger concepts.

Geography lessons are taught through a driver project within the Cornerstones scheme as a base. This underpins other areas of the curriculum and provides cross curricular links, adding value and significance to their learning.

Geography driver projects consist of key skills that support the retention and depth of the pupils' learning, building on knowledge acquired from previous year groups.

Within the curriculum, we have identified precise and clear end points for each subject for each half term. We are ambitious for all our pupils and expect them to work towards and

achieve these end points in all curriculum areas. End points are grouped into 4 key areas for key stage 1 and key stage 2; locational knowledge, place knowledge, human and physical geography and geographical skills work.

#### EYFS End Point:

By the end of Foundation Stage pupils will be able to:

- Use all their senses in hands-on exploration of natural materials.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Understand position through words alone. For example, "The bag is under the table," – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.

#### KS1 End Point:

By the end of Key Stage 1 pupils should be taught to:

##### Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

##### Place knowledge

- 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.

##### Human and physical geography

- 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.
- use basic geographical vocabulary to refer to:

key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

##### Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

#### KS2 End Point:

By the end of Key Stage 2 pupils should be taught to:

#### Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

#### Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

#### Human and physical geography

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

#### Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and

graphs, and digital technologies.

We implement well-structured lessons that are progressive in the skills, knowledge and vocabulary we are hoping children will acquire. Additionally, our adaptation provides opportunities to revise and build on prior learning. It acts as a scaffold for our teachers to recap and revisit knowledge and enables staff to enhance and recall information through avenues such as games, quizzes and online learning.

At the beginning of each driver project, we provide pupils with knowledge organisers which facilitates their learning throughout the project. This also enables them to access key vocabulary and concepts for the topic. It inspires pupils and equips them with knowledge and curiosity for their next learning steps.

Our geography curriculum is designed to be accessed by all pupils. Those with special educational needs and or disabilities follow the full range of subjects with their peers.

Teachers use their expertise in subject knowledge and build on their relationships with individual pupils to assess their specific needs. Children are scaffolded throughout their learning and resources are adapted as necessary.

When children's needs are most severe, we implement strategies from their individual education plans to use techniques that give them the most effective support.

Experiences are planned for pupils according to each topic with the aim to enhance the curriculum. These provide children with opportunities that extend their learning beyond the classroom. Many of which give first hand experiences to support their knowledge.

Our curriculum is planned taking into consideration key objectives from the national curriculum and the trips and experiences we plan alongside these aim to maximise their experiences and provide connections with the local area and world around them.

At Kingsway, we work hard to ensure that reading underpins our geography curriculum and that children have confidence when learning about a new topic.

Children throughout key stage 1 and 2 are provided with knowledge organisers at the beginning of a topic which equips them with unfamiliar vocabulary that they will encounter throughout their learning.

We understand the significance of children applying their reading skills throughout each topic and tapping into their love of learning throughout the curriculum as well as during reading sessions. With this, skills taught during VIPERS sessions are also applied to our geography curriculum.

**Impact:**

Assessment for learning is embedded throughout lessons through the use of questioning which are adapted to accommodate individual learners. During reflection time after lessons, staff use assessment areas within the lesson to monitor the learning process for children who have attained key knowledge and concepts. For pupils who have partially attained or not met the objectives given in the lessons, their progress is also monitored to allow staff to recognise patterns and inform future planning and teaching. We complete an end of unit quiz which is then monitored by leaders and class teachers to focus upon any gaps in learning which is then revisited and used within flashbacks in following lessons.