

Intent of the Geography curriculum

Stick	Link	Build	Use
REGULAR RECALL OF LOCATIONAL KNOWLEDGE	HOW GEOGRAPHY EXPLAINS THE WAY THINGS LOOK & CHANGE OVERTIME	KNOWLEDGE OF PLACE, PROCESSES, LOCATIONS	INTERPRET LANDSCAPES

We agree that geographical understanding helps explain how the world looks, how humans develop it, how processes change it and why we face a climate crisis today. Geographical knowledge is key to understanding the world's great physical processes and the development of children's local human and physical environment. It helps children understand the uneven development of the human world and develop curiosity about the wonders of the natural world's complexity and scale.

The intention of our geography curriculum is to develop children's locational knowledge, place knowledge and knowledge of human and physical processes. As knowledge is acquired, it is intended to teach the geographical skills required to gain further knowledge and develop understanding. Skills that help them to interpret landscapes, navigate, explain phenomena and to provide answers to questions about the natural and human aspects of the world. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and beyond.

Implementation

Teaching Principles and Approaches

- That locational knowledge is regularly recalled and returned to in order to develop memory
- That previous knowledge is revisited using recap quizzes
- Existing knowledge is recalled at the beginning of each unit and recaps at the beginning of each session to recall previous learning
- That place knowledge is best taught through comparison case studies that link locational knowledge, processes and perception / experience together
- That geographical skills are taught as the relevant knowledge is acquired by the children
- That although most geographical knowledge is taught discretely, much content will be taught in other subjects such as history, science and forest school sessions
- That teachers organise the intended knowledge that is to be taught into consistent planning documents
- That geographical vocabulary is progressive and planned specifically
- That our learning in geography is intrinsically linked to our English and Art final projects at the end of each half term (a sense of product, achievement when the children have something to show at the end of their learning)
- That our local environment is fully utilised to achieve the desired outcomes, with extensive opportunity to learn outdoors and get to know our local area

Geography Long Topic Map

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Keyne Class	Year A	All About Me - Geographical Skills and Fieldwork Oceans – Locational Knowledge			On Safari – Place Knowledge		Farm to Fork – Human and Physical Geography
	Year B		Continents	The UK	Directions and Map work	Locational Knowledge/Human and Physical Geography (animals)	
Ladoca Class	Year A		Grid References and Map work		Europe – Maps and atlases – Capital cities	Oceans	Water cycle Coastal erosion Use of natural resources - energy
	Year B	South America Compare and Contrast Equator/Tropics		Extreme Earth Volcanos		UK Geogrpahy – Geographical skills	
Blaise Class	Year A			Egypt: Rivers		Polar Explorers	
	Year B	Human Geography of Victorian England Physical Geography of Galapagos islands - Migration		Map Skills – Investigating changes in Ladock		Rainforests.	

How do we measure the impact?

Recall of previously taught knowledge	Quizzes during the teaching block	Application of knowledge through writing
Marking and Feedback during lessons	Questioning during lessons	Testing of knowledge.
Observations on field trips		Evidence in topic books