

# Geography



## Intent

Our Geography curriculum is designed to develop pupils' curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Through their work in geography, pupils learn about Grantham and surrounding areas and compare their life here with other regions in the United Kingdom and in the rest of the world.

Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also develop children's ability to: collect and analyse data; use maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicate information in a variety of ways.

We want children to enjoy and love learning about geography by gaining this knowledge, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

The delivery of effectively planned sequences of lessons ensure continuity and progression of learning that deepens pupils' understanding of key geographical concepts.

Pupils have the opportunity to investigate a range of places to help develop their knowledge and understanding of the Earth's physical and human processes.

We also aim to ensure pupils are aware of topical geographical issues, the importance of sustainability and human action upon our world.

## Implementation

At Dudley House School we use the Chris Quigley Essentials Curriculum, based on the National Curriculum, to plan geography units of work from year 1. Our curriculum is planned around a series of themes which provide meaningful contexts to develop threshold concepts. These are set out in the 2-year long term curriculum plans for each mixed aged class.

Staff then plan a sequence of learning for each subject where they develop understanding of the subject's big ideas (threshold concepts) and semantic and procedural knowledge for the specific milestone statements for each age group. Teachers tailor learning to meet the needs and interests of the children in their class.

Progression is ensured by pupils developing their knowledge and understanding of key concepts through three age specific milestones as they progress through the school.

It is important that pupils develop the knowledge of a geographer by fully immersing them in all areas of the subject. The local and surrounding areas are fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom embedded in practise.

Fieldwork experiences allow pupils to collect, analyse and present a range of data to deepen their understanding of geographical processes.

Geographical vocabulary develops and evolves from EYFS to KS1 and through to KS2. The promotion of a language rich geography curriculum is essential to the successful acquisition of knowledge and understanding in geography.

## Geography in EYFS

In EYFS the geographical concepts come from the 'Understanding the World' area of the Early Years Curriculum.

The pupils are supported, through child-initiated and adult led activities, to develop the knowledge and understanding that help them to make sense of the physical world and environments of our planet.

They are given the opportunities to talk about and share experiences of their local area and the wider world.

The three 'characteristics of effective teaching and learning' ensure that practitioners consider the different ways that the children learn and reflect these in their planning and practise.

### **Impact**

The impact and measure of this is to ensure that children at Dudley House School are equipped with the geographical knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

We want the children to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.

We use a variety of strategies to evaluate the knowledge and understanding that our pupils have gained each term.

Planned and regular feedback for learning opportunities are undertaken.

Subject monitoring, including book looks, is carried out by the subject leader and headteacher.