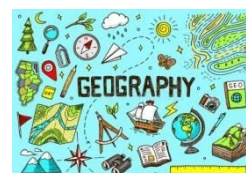




Geography at Grange View CE First School

This is a guide for anyone who is visiting Grange View C.E First School to explain our approach to geography. Updated spring 2020



OUR INTENT: Why our Geography Curriculum looks like this.

Our aim is to provide a high-quality geography education for our pupils, which instils a sense of curiosity about the natural and human world and enabling them to develop a greater understanding of the world and their place in it. We will inspire a fascination of the world around us to give our pupils life- skills and aspirations that will remain with them throughout their education and on into adulthood allowing them to achieve their God given potential regardless of their starting point in life and home environment. Our Geography curriculum focuses on a progression of three key strands, knowledge (locational and place), understanding of the physical and human geography of the world, and skills, which includes the use of a wide variety of map styles, observational and field work, investigation and problem-solving. These strands are revisited repeatedly through a range of themes during the pupil's time in school to ensure the learning is embedded and skills are successfully developed. This is reviewed annually to address gaps in learning and ensures it is not only broad and balanced but continually engages and enthuses the pupils. Our intention is that geography will support cross curricular learning by teaching skills that are transferable across all subjects and will engage pupils and enrich their experiences in school. Not only do we want pupils to have a strong understanding of their environment and knowledge of the processes involved but through our geography lessons, including fieldwork, we want them to develop creativity, resilience and problem - solving abilities.

Planning

Our curriculum planning follows a two year rolling cycle to accommodate the mixed key stage topic plans. The topics have been chosen based on the new curriculum and ensuring the themes are engaging and interesting to pupils and that the topic is enhanced by the geographical learning.

Geography is the topic focus for some of the terms and has been mapped out to ensure that all areas of the curriculum are covered on a yearly cycle and have been sequenced methodically so that they support and enhance the curriculum topic being taught whilst building on previous knowledge and skills.

Skills progression

Our progression of skills has been created as a staff to ensure we are all confident in the expectations and key skills needed to be achieved by the end of the year for our pupils.

This allows for effective progression of knowledge, understanding and skills to take place throughout the school, with learning well matched to the pupil's age and attainment.

Assessment

Subject specific assessment sheets are completed to match the geographical area that is being taught for each year group that term. These are created by the subject leader in collaboration with the teaching staff. Each will list the key skills to be observed and recorded relevant from the skills progression. A sample of three children of ranging attainments will have their work assessed as a representative sample of the whole class and these will be kept alongside the piece of work by the teacher.

Class Floor Book

Each year group records their topic work in a class floor book. The topic wheel for each term is placed at the start of the terms work to be put in. Topic work to be included will be history, geography, science, ICT or any special events linked to the content alongside a sample of the pupils work, any photos of activities completed and comments made by the pupils about what they did or achieved. Written work linked to the topic will be completed in their English book and marked accordingly to show topic knowledge and understanding.

Knowledge

Locational knowledge: allows pupils to know where we are in the world by recognising map locations, such as the seven continents, and five oceans of the world. They will move on to identifying the countries of the Europe and the world.

Place knowledge: allows pupils to compare places in the world helping them to understand that geographical similarities and differences occur both in the human and physical geography of the world.

Understanding

Know and describe key physical features of geography such as weather patterns, hot and cold areas of the world moving on to climates and differences in geographical areas.

Use **geographical vocabulary** to support their understanding and descriptions of the key physical features of the world as well as the human features of settlements, trade and economy as well as their impact on the world.

Skills

Using maps is a key aspect of the geography curriculum and underpins much of the knowledge and understanding strands that pupils must attain. Pupils will also be taught to create their own maps beginning with simple ones of the school and where they live.

Other skills include: observational fieldwork skills, using a compass for direction, study of photos and plans, measuring and recording data found, sketching.

Field work:

This is a hugely important aspect of the skills strand of the skills progression and a vital part of the curriculum for Geography. Children will take part from an early age in field work studies around the school and the school grounds. Creating and using maps as support. They will move on to studies outside the school grounds in Widdrington and each key stage will benefit from one trip during their planned rolling cycle that will include a field work study visit.