



Limehurst Primary School



Subject Leader Report: Geography by Hailee Carroll

INTENTION:

Limehurst's vision for Geography is to encourage children to be curious about the world. Geography begins from a very young age where children are constantly absorbing their environment and taking in their surroundings. At Limehurst, we believe that becoming a geographer enables a child to develop a fundamental understanding of themselves and their place in the world. It also helps pupils to make links as to how interconnected the human and physical world is. Our curriculum helps to provoke and provide answers to questions about the natural and human aspects of the world, to ensure pupils have depth within their understanding. The geography curriculum at Limehurst enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills.

Through our bespoke curriculum, we aim for pupils to build on their knowledge throughout the years, by introducing new terminology and skills and posing a range of questions to enhance their ability to think critically. Pupils are taught from the earliest point to acquire fieldwork skills and to look at their environment in an objective way, considering implications and solutions of human and physical features. Our broad, balanced and diverse curriculum also provides cross-curricular links; for example, in history topics where the focus is on movement of people around the world and settlements, pupils can use geographical knowledge to look at reasons for and against settling in a location and will also consider how the land is used and how this changes over time.

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. Also, we hope that they develop their mind so that they are considerate and consciencious about the world around them and so they understand how humans and nature can work together to make Earth a wonderful place to live in.

IMPLEMENTATION:

The implementation of our 7 year curriculum begins in the Early Years where through the Early Years Foundation Stage curriculum, children learn about geography through 'Understanding the World'. In order to help prepare children for the geography curriculum at Limehurst, we have ensured our EYFS curriculum makes strong links with the aims of the National Curriculum to help prepare children for beginning Geography in Year 1. Whilst most Geography is taught through the provision, there are times it is taught during carpet sessions and through shared reading of books. We introduce simple geographical vocabulary and children will create simple maps from journeys in books, aswell as maps of the local area.

Geography at Limehurst is taught in blocks throughout the year, over a two year cycle, however there are some stand-alone Geography lessons that are incorporated into other subjects. Previous learning is constantly being consolidated and built upon to ensure children retain that 'sticky knowledge.' For each topic we have an over-riding enquiry question that the pupils will investigate and should be able to answer and explain by the end of the unit. There are 4 aspects of geography within the national curriculum for key stage 1 and key stage 2. These are:

- Locational Knowledge
- Place Knowledge
- Human and Physical Geography
- Geographical Skills and Fieldwork

These are explored throughout the cycle and sometimes more than one aspect is covered in a lesson.

Geographical skills and fieldwork are embedded throughout the curriculum. Fieldwork opportunities are sought from an early age, allowing children to develop a bank of skills which enables more sophisticated fieldwork studies as they progress through school.

Learning is supported through the use of knowledge organisers that provide children with scaffolding that supports them to retain new facts and vocabulary in their long term memory. These are used in a progressive way through the school. In KS1 they are created as a class and built on as new vocabulary and knowledge is introduced. At the end of each unit a copy is given to each child for their book and a copy sent home to aid with the retention of knowledge. By UKS2 the children are confident to create their own organisers and key information and vocabulary is added each lesson. The children can then use these to answer the enquiry question and again a copy is kept in their book and a copy sent home.

IMPACT:

Progress is monitored both within and across sequences of lessons. Lessons are adapted to suit the needs of individuals and classes and assessment is used to inform future tweaks to lessons within a unit. Assessment is on-going, in the form of observations, questioning, discussion and sometimes written work. As Geography is a creative subject, not all lessons require written work, so therefore discussions are documented and where needed, photographs can be taken as evidence e.g. for making and labelling maps out of play dough. Learning walks are recorded by the subject lead to assess application of the subject and impact, as well as listening to pupil voice to monitor pupil progress and subject specific vocabulary.

Assessments are carried out at the end of each unit by class teachers, where the children should be able to answer the key assessment questions for the unit and also come to a conclusion in answering the over-riding enquiry question. This can be achieved in a variety of ways, some examples include: an essay, a group presentation or creating a poster.