

SUBJECT ON A PAGE: GEOGRAPHY

Through Geography at Hollywell, 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. Our aim is two-fold; firstly, to promote the children's interest and understanding of diverse places, people, resources, and natural and human environments, together with a deep understanding of the earth's key physical and human processes. Secondly, to develop an understanding of sustainability and an awareness of our environmental impact on the natural world.



Intent – We aim to...

Provide a hands-on approach using a mixture of fieldwork, technology, and research skills to enrich pupils' knowledge and understanding of their place in the world.

Use the local community to develop a coherent knowledge and understanding of their own locality, Great Britain, and the wider world, with opportunities for learning outside the classroom embedded in practice, forming a platform from which our children can grow to become global citizens.

Develop contextual knowledge of the location of globally significant places, including their physical and human characteristics and how these provide a geographical context for understanding the actions of processes. Develop an understanding of sustainability, and our impact on the environment.

Develop the skills needed to collect, interpret, analyse, and communicate with a range of data and resources gathered through experiences of fieldwork that deepen their understanding of geographical processes.

Implementation – How do we achieve our aims?

Geography learning at Hollywell will support our children in becoming curious, creative individuals. Our curriculum develops progressive knowledge and skills which build upon previous learning and that are transferable to other curriculum areas. Our Geography curriculum also promotes their spiritual, moral, social, and cultural development. Geography is taught through four concepts:

Locational Knowledge

Place Knowledge

Human and Physical Geography

Geographical Skills and Fieldwork

Planning and Teaching

A Whole School Approach

Three main strands weave throughout our curriculum: Evolution, Environmental, and Legacies. These pathways build a schema to connect and support links in learning and aid long-term memory retention. Geography forms the spine of the Environmental strand. It is an 'interconnected subject' that is taught through cross-curricular projects in every year group. These projects have been carefully designed and sequenced to guarantee coherence and coverage from YR to Y6 and enable the children to build on prior learning year on year. Challenge and support are integral to all projects which ensures progression for all.

The Wider Curriculum

Geography has direct links with the English, Science and Maths curriculums. It is also explored through the creative arts. We strongly believe that all children should have the opportunity to enrich their cultural capital through providing a wide range of extra-curricular activities including purposeful visits to places of interest and visitors in school to complement and broaden the curriculum.

An Inclusive Curriculum

We encourage all learners to do their best. Our Geography curriculum is designed and adapted so that it is accessible to all. The use of highly skilled questioning techniques support, reinforce and extend learning. This provides access for all, including children with special educational needs, those with disabilities, those learning English as an additional language (EAL) as well as those with special gifts and talents. Additional resources are also provided to aid investigations and verbal, or alternative methods of recording are offered to those unable to articulate their understanding and observations in writing.

An Overview of the Geography Curriculum

Our curriculum driver is INSPIRATION. Each Geography project begins with an *introductory* knowledge lesson, followed by an *engage* lesson designed to stimulate curiosity, ask questions and talk about prior learning. The *develop* stage allows the children to delve more deeply into the theme and acquire new skills and knowledge and make links with other subjects. We have made 'sustainability' a key feature of our Geography learning, and each project will include the opportunity for children to deepen their understanding of how our actions can make a difference to our environment. Teachers plan engaging lessons using high-quality resources. Detailed knowledge mats, that include key vocabulary, are shared with children at the beginning of each project. Retrieval tasks, often in the form of a low stakes quiz, begin every Geography lesson through which children consolidate, and Teachers assess, prior learning. Children are encouraged to ask questions and are given opportunities to develop their reasoning skills and research strategies. Lessons also allow children to apply prior knowledge to current learning and find out answers for themselves.

EYFS FS2 Learning in the EYFS is play based with targeted activities delivered through focus groups. The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The most relevant statements for Geography are taken from the area of learning known as 'Understanding the World'.

Through looking at the 'People, Culture and Communities' strand, children will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They will explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and simple maps.

Through the strand 'The Natural World', children will know some similarities and differences between the natural world around them and contrasting environments, drawing on their own experiences and what has been learned. They will understand some important processes and changes in the natural world around them, including the seasons.

Geography learning in the EYFS also incorporates the environmental issue of 'litter and recycling' and the children learn how their small actions can make a big difference to their immediate environment.

KS1 and KS2 We use a variety of teaching and learning styles in our Geography lessons, combining whole-class teaching methods with enquiry-based research activities. We use a variety of data, such as maps with compass directions, atlases and globes, statistics, graphs, pictures, aerial photographs and plans, and we use IT in where this serves to enhance their geography learning.

At KS1 children develop their knowledge about the world, the United Kingdom and their locality. They begin to understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Areas of study include the continents and oceans, the Poles and equator, the UK, and understanding geographical similarities and differences through comparing the human and physical geography of a small area of the United Kingdom, with a contrasting non-European country. The children learn to identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world and use simple fieldwork and observational skills to study the human and physical geography of their school and its grounds.

Geography learning in KS1 also incorporates the environmental issues of 'ocean pollution' and 'global warming'. The children learn how these issues affect the environment and what they can do to help reduce the impact.

At KS2, children extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Areas of study include climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Children learn about types of settlement and land use, and the distribution of natural resources. They develop their knowledge of technologies through using more sophisticated maps, the eight points of a compass, and four and six-figure grid references and use fieldwork techniques to observe, measure, record and present the human and physical features of their local area. is

Geography learning in KS2 also incorporates several environmental issues including 'carbon footprint', 'renewable energy', 'deforestation' and 'natural disasters', 'climate change' and 'sustainability'. The children learn how their actions can have a positive impact in protecting our planet.

Assessment

Children's knowledge and understanding of geographical concepts is assessed continuously through questioning, discussion and observation during lessons, and in written form. Formative assessment also takes place during retrieval task activities at the beginning of each lesson. Teachers use assessment to advance pupils' learning by adapting the pace, challenge and content of activities but also by providing time for children to reflect on and assess their own work. Summative assessment takes place at the end of each unit of learning with the children completing POP tasks to demonstrate their understanding.

Impact - How will we know we achieved our aims?

In line with our Inspiration Outcomes, our children will...

...be good global citizens.

Their geographical knowledge of the world will support their understanding of cultural differences. They will be socially aware, morally responsible and demonstrate respect for the environment. They will understand the importance of sustainability on protecting the environment.

...be inquisitive and creative learners.

They will have built their geographical knowledge by learning in different ways, asking questions and expressing their understanding using ambitious, subject specific vocabulary.

...be imaginative and confident learners who are willing to try new things.

They use a wide range of equipment and resources appropriately to find answers and solve problems. They are excited and fascinated by new locations and environments and confidently compare them.

...be successful learners. They can apply their learning and make links across a range of contexts.

Outcomes for Geography are at least in line or above age-related expectation.