



# Geography

## Intent

The intent for geography is based on our curriculum driver: Be Brave. This driver underpins our approach to learning by providing opportunities for all our children to challenge themselves, take risks and build resilience. We will offer a range of engaging and intellectually stimulating activities and experiences through a key concept approach, which will lead to changes being made to the children's long-term memory. Our intent is that pupils:

- Foster an interest in the world around them.
- Develop their Geographical skills and have in-depth knowledge across four main areas; Locational knowledge, Place Knowledge, Human and Physical Knowledge and Skills and Fieldwork.
- Investigate a range of places both in Britain and in the world.
- Interpret a range of sources of geographical information, including maps, atlases, globes and aerial photographs.
- Articulate their own thinking and communicate geographical information in a variety of ways.

## Implementation

In Foundation 2, we follow the EYFS Statutory Framework and we introduce the subject of geography through the specific area 'Understanding the World'. In Key Stage 1, we follow the National Curriculum. We have split our academic year into three terms: autumn, spring and summer. For each term we have assigned a key concept. Our key concepts are ways of working that are fundamental to geography. For geography these are:

- Autumn term: To understand place.
- Spring term: To understand similarities and differences.
- Summer term: To communicate geographically.

Each term the geography curriculum is delivered through these key concepts, allowing all the subject content to be covered three times during the academic year, and six times over the key stage. Our key concepts have been carefully sequenced to enable the

children to remember more and know more. Children will first learn 'to understand place' so that they can develop an understanding of what a given place is instead of it just being a name to them. This may include exploring where places are and what may be found in or close by to them. Once the children are familiar with the location and characteristics of given places, they can then begin 'to understand similarities and differences', including weather, population size and the location of geographical features between them. At this point children can apply their knowledge of locations and 'communicate geographically through different medias, such as maps and weather reports.

Longitudinal learning is a fundamental part of the learning in geography and underpins every lesson. It is incorporated into each geography lesson and is supported by regular routines and activities. The longitudinal learning in geography is, 'to ask and answer questions.'

At the start of each session, the children do a WIS Quiz which recaps on all the previous learning in geography. The quality of teaching and learning in geography is monitored and moderated throughout the year. Lessons are designed to promote collaborative and active learning using practical and meaningful experiences to enable opportunities for all children to succeed.

## **Impact**

All children will be exposed to high quality teaching and learning that contributes to deep learning and changes being made to their long-term memory. We assess this against the geography knowledge progression framework we have created for our school. As a school, we understand that deep learning takes place when subjects are revisited regularly. The children will be given the opportunity to apply their existing knowledge and skills. New learning will be taught all the time whilst revisiting prior learning. In this way, learning will take place over an entire Key Stage, enabling the children to revisit learning regularly whilst adding new ideas, knowledge and skills. By the end of their time at Woodthorpe Infant School, our children will have developed skills needed to be a geographer and understand how they can apply these in Key Stage 2 and in future careers.

## **Geography and SEND**

For pupils with SEND, adaptations may be made in geography which are based on the child's individual needs. We ensure that pupils with SEND are appropriately challenged in geography by:

- Using teaching methods which match the needs of children.
- Chunking content into smaller steps and ensuring the curriculum is designed to reduce excessive or unhelpful demands on working memory.
- Ensuring adaptations are based on individual needs and aim to retain ambition for pupils with SEND.
- Understanding that, for pupils with more complex SEND needs, it may be appropriate to have different curriculum expectations.