

Geography

‘Inspiring a curiosity and fascination about the world and its people.’

At Sacred Heart Geography lessons deepen the children’s understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

We believe that Geography provides children with an insight into diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes.

We believe that primary geography helps children to:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine.
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

Intent

Our Geography Curriculum has been developed based to ensure a full coverage of the Geography Programme of Study detailed in the National Curriculum 2014 (see below for documentation).

Our curriculum is designed to teach geography as a means of inspiring curiosity and fascination about the world and its people.

The curriculum consists of a body of knowledge which attempts to provide and insight into the world around us. It also involves a number of skills and processes by which this knowledge is achieved and applied. The geography curriculum has been developed around the premise children will be able to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Implementation

Our curriculum enables children to learn geographical knowledge and experience fieldwork opportunities, which inspires a curiosity and fascination about the world and its people. Pupils will learn about how the Earth’s features at different scales are shaped, interconnected and change over time.

Our geography teaching enables pupils to:

- have an awareness of place and location and be able to identify countries and oceans on globes and maps
- recognise and describe human and physical geographical features
- use maps, atlases, globes and computer/digital mapping to identify countries across the world
- use compass directions, grid references keys and symbols to describe the location of features and routes on a map

In EYFS, pupils develop their understanding of the world, people, culture and communities under the strand of teaching 'Understanding the World'. The children are provided with a careful balance of teacher-led and pupil-initiated learning opportunities that allow them to:

- begin to understand the need to respect and care for the natural environment and all living things
- know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- draw information from a simple map
- recognise some similarities and differences between life in this country and life in other countries
- explore the natural world around them
- recognise some environments that are different to the one in which they live
- understand some important processes and changes in the natural world around them, including the seasons.

Pupils enjoy spending time (inside and out) exploring materials, exploring minibeasts and their environment, observing the changes in the seasons and engaging with the world around them.

In Key Stages 1 and 2, geography lessons are taught in discrete lessons, which have been carefully planned to allow pupils to make connections with prior learning and new learning. Pupils explore key aspects of learning before embarking on fieldwork investigations, where practical. Fieldwork allow pupils the opportunities to:

- measure and record human and physical geographical features
- record evidence and results/findings
- describe and draw conclusion about how the world is impacted

Our expectation is that the majority of children will move through the programmes of study at broadly the same pace with learning always starting from the children's prior knowledge and any misconceptions that they may have. From this, units of work can be personalised to the needs of the children.

Pupils learning is further extended with linked trips.

Impact

All pupils at Sacred Heart will perform highly at the end of their key stage for Geography:

- Early Learning Goal –Understanding of the World
- Key Stage 1 Outcomes
- Key Stage 2 Outcomes

End of academic year results 2022 KS1: 76% of children were working at the expected, or above level (28%) in Geography.

End of academic year results 2022 KS2: 82% of children were working at the expected, or above level (10%) in Geography.

Pupils at Sacred Heart will be confident at locating countries and oceans, using maps, globes and atlases, collecting data and drawing conclusions from this data.

Studying geography will enable our pupils to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

If you were to walk into lessons at Sacred Heart, you would see:

- A wide range of geographical investigation being used to engage pupils and provide greater knowledge and understanding of the topic being studied. The lessons draw upon a combination of knowledge and skills needed so that pupils can use their prior knowledge and understanding to help them further their learning.
- The correct vocabulary being used and developed – pupils have vocabulary available to them through displays, word mats and PowerPoints. Pupils are encouraged to refer back to the key terminology and become increasingly independent in using and applying the correct terminology to demonstrate their understanding of a topic.
- The pupils speaking, listening, reading and writing skills being developed to enable them to become clear, effective communicators around their scientific knowledge, understanding and skills.

Pupil Voice

Year 1:

- I like learning about the world.
- I was proud of my project on the Arctic and Antarctic.
- Local walks help us to learn about different things.

Year 2:

- I have enjoyed our topic continents and oceans – I want to travel when I am older.

- The quizzes challenge me and what I have learnt.

Year 6:

- It's factual. We learn it through historical context as well as in isolation.
- Embedding geography through history.
- We have been challenged to find countries and identify the flags.

Main Focus for Geography in 2022 to 2023

- Develop a progression map of skills and vocabulary to support teachers with teaching and learning and to ensure that children can make good progress across all year groups.
- Establish opportunities for fieldwork each year group.
- Continue to monitor the teaching and learning of geography across the school.
- Develop an end of year assessment to formally measure progress of pupils in geography.

Progression in Geography Example:

<u>Map skills</u>			
EYFS	KS1	LKS2	UKS2
The children draw simple maps of the school and playground.	<p>The children study atlases and use online maps to locate and identify significant places and landscapes. They begin to understand and use basic compass directions to navigate a map.</p> <p>During the local area topic in Year 1, the children study closely a map of the local area, identifying key features and begin to use basic key symbols.</p>	The children use the more complex compass directions and 4 figure grid references when studying maps.	<p>The children use 6 figure grid references, and use their compass skills to navigate confidently.</p> <p>During the local area topic in Year 5, the children study and compare a variety of maps to understand how Teddington has developed over time.</p>