

Gillespie Primary School



Curriculum Intent, Implementation & Impact Geography

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Curriculum Intent

At Gillespie we aim to provide a high quality geography education that engages our children's interests and enthusiasm for learning about the geography of the world and its people. We want to equip children with the knowledge, skills and understanding to enable learning about physical geography of the natural world and of the human geography created by human activity. As children progress through the school they will deepen their understanding of physical and human processes including the formation and use of landscapes in the environment.

Our children will be able to develop competency in the geographical skills, including mapping skills, needed to collect, analyse and communicate with a range of data gathered through the experiences of fieldwork both in their locality and further afield that help deepen their knowledge of geographical processes. This will enable them to engage with and explore the local environment and to be equipped to interpret and communicate with their world in a number of ways.

Most of all we want children to be curious to find out about diverse places and people around the globe and to begin to confidently explore their own identity in the context of our own school community and develop a perspective on society and the world more broadly.

Implementation of the geography curriculum

Our geography curriculum is carefully designed to build on the educational programmes set out in the Statutory Framework for the Early Years Foundation Stage and delivered in the early years to teach our nursery and reception pupils the *understanding of the world* Early Learning Goals for *past and present* and *people, culture and communities*. Gillespie teachers have worked together to develop our own programmes of study which aim to provide an interactive and engaging geography education which meets the purpose of the national curriculum. As well as using the national curriculum as our key reference point we seek guidance from expert sources including the geographical association which produces well researched guidance to support the development of our medium term plans.

We ensure as children progress through the school that they develop contextual knowledge of location of globally significant places and begin to understand physical geography and human geography. From the foundation stage children begin to be taught geographical skills so that they can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. From Year 1 upwards all classes are taught locational knowledge, place knowledge, human and physical geography in carefully designed topics and through discrete teaching. Each class has a focused field study in which geographical skills including mapping, collecting /analysing and interpreting data are developed.

Early Years Foundation Setting

Children begin to develop their geographical skills in the early year's foundation setting. We use the development matters document to support planning to ensure that children meet the early learning goals in the EYFS curriculum. Geography is focussed upon when children explore the understanding of the world and mathematics areas of the curriculum. Children are provided with interactive opportunities to explore the natural environment around them in the local area including experiencing Forest School. Children begin to learn about similarities and differences between life and cultures in this country and that in other parts of the world. We celebrate the diverse cultures that make up our school community by inviting parents and carers and family to share aspects of their culture with our children as part of their learning journey.

Key Stage 1

Year 1

Year 1 field study: pupils carry out a field study focussing on our school, classrooms and the playground. Children learn simple compass directions and learn to understand and use simple overhead plans and maps using location and directional language. They study area photographs of the school and create their own drawings and maps to represent an area of the school.

Year 1 locational knowledge: Explorers Topic. Children name and locate 7 continents and 5 oceans and identify location of north and south poles.

Year 1 UK study: pupils identify characteristics of the UK and its four countries and capital cities. Locate the UK on a world map, identify key physical and human geographical features on a map of the UK identifying the four countries.

Year 2

Year 2 London study: pupils locate London and key landmarks on a map, use simple grid references, interpret symbols in a key and use directional language to describe the location of landmarks and features on London maps.

Year 2 field study: Use simple compass directions and local maps to describe location and routes around the local area and streets surrounding the school.

Year 2: Contrasting geographical study of a non-European country. Pupils study a school and local area in Accra Ghana contrasting the human and physical geography with our own school and the local area. Children locate and compare general geographical differences between Ghana and UK and Africa and Europe. Pupils use Aerial photographs and maps to make comparisons. Pupils establish a direct link with pupils in a school at our partner school, Oakbridge International School in Accra communicating and sharing data and information.

Key Stage 2

Year 3

Rain forests: Place and locational knowledge and understanding of human and physical geographical similarities and differences through the study of a region in South America: Focus on the rainforests of the Amazon and South America to locate tropical vegetation belts around the world, identifying and understanding the position and significance of latitude and longitude. Children gather an understanding of different plant and animal species in different rainforests and learn about people who live in rainforests. Understand geographical similarities and differences between the geography of a region in Brazil compared to our part of the UK. Children investigate the effects of deforestation and debate both sides of the argument.

Field study: focus on local area and links to Fair Trade: Identifying local shopping areas to plot routes using compass and maps to identify significant buildings including businesses. Children are introduced to four figure grid references when using maps. Children survey businesses to find out whether they sell any Fair Trade products. Children create, present and interpret data based on their research. Children produce material information to persuade local businesses to take on more Fair Trade produce. Links made to geography focus upon tropical regions and the climate of the rainforest.

Year 4

Geography focus linked to History focus on Ancient Greece. Locational and place knowledge focus on modern Greece, a European country and a physical geography focus upon climate, mountains and volcanoes.

Comparing the UK and a European country- Italy. Focus on locational and place knowledge and describing physical and human geography of the region including volcanoes and earthquakes, settlement, land use and trade. Geographical skills including interpreting maps and symbols and reading 4 figure grid references, using the 8 points of a compass. Cross curricular link to forthcoming History study about the Ancient Romans.

Field Study: Local area study linked to Science focus on Habitats. Focus on developing fieldwork and mapping skills including use of digital maps, aerial photographs to describe landmarks and human and physical features, use of 8 point compass, reading 4 and 6 grid references use of symbols and keys. Pupils compare areas in the locality including the local streets and the Local Park /wildlife environment identifying different habitats and create an accurate map of the local area showing different physical and human landmarks and features.

Year 5

Geography topic focus : Rivers and Mountains. Locational Knowledge focus on key physical and human characteristics of continents and countries including key topographical features including hills, mountains, coasts and rivers. Focus on 10 major world rivers, understanding how rivers are formed and how they change on journey from source to sea. Investigate the importance of rivers in settlements – some cross-curricular links to History of Ancient Baghdad and the Anglo Saxon and Viking settlements on rivers. Focus on mountains. Identifying major world mountain ranges and the 7 highest peaks in the 7 continents. Children learn to describe mountain ranges and learn how to interpret height of mountains using maps. Pupils learn about composition of the earth crust,

mantle and core and link to the creation of mountains. Children explore relationships between mountains and climate /weather patterns including revising and developing understanding of the water cycle.

Field study: To investigate causes of pollution in the local area Focus on developing fieldwork and mapping skills including use of digital maps, aerial photographs to describe landmarks and human and physical features, use of 8 point compass, reading 4 and 6 grid references use of symbols and keys. Pupils use field work and research to observe, record, measure, analyse and interpret data to draw conclusions about the causes of air pollution in the local area. Link to science work to learn about gases in air and about how pollutants in the air can impact of humans and the environment. English link to persuasive writing to present results and possible solutions to local council/London mayor

Year 6

Human and Physical Geography: Coast to Coast –to extend knowledge of location and place to a different part of the United Kingdom and to investigate climate change through a geographical coast investigation. Pupils learn about sea erosion processes and find out how beaches, headlands, bays, caves, arches and stacks are formed. Pupils apply knowledge and understanding by making a model to show a key element of sea erosion. Pupils examine case studies to examine human approaches to coastal management strategies and focus on a coastal town study of Margate examining population changes and using census records to examine causes of change in employment and impact of tourism.

Field study: Visit to Margate: Pupils develop fieldwork and mapping skills including use of digital maps, aerial photographs to describe landmarks and human and physical features, use of 8 point compass, reading 4 and 6 grid references use of symbols and keys .Focus on physical geography of the coast around Margate and on human geographical features including: building use, shops, tourism, making comparisons with the area children live, identifying similarities and differences.

Impact of geography Education

By the end of their schooling with us children have developed a love of learning and interest in the physical and human geography of the world and its peoples. They will have embedded the key skills, knowledge and understanding from studying the national curriculum programmes for geography to prepare them to successfully engage with geography at secondary school. Children will have the confidence and skills to use and apply their geographical skills for a range of purposes including using field work to enhance their locational and place knowledge and to begin to understand issues such as climate change and pollution and how they impact on our environment.

Measuring Impact of Geography learning

Teachers and Senior Leaders focus on 4 key areas:

1. Understanding and identifying the difference between key physical and human geographical features of the world
2. Understanding of locational knowledge and place knowledge
3. Developing competency in geographical skills needed to collect, analyse and communicate with a range of data gathered from: field work, maps, information sources (cross curricular links to maths and science)
4. Understanding and use of geographical terms and vocabulary

○ *Feedback in lessons*

Through careful questioning and assessment for learning strategies, teachers monitor pupils' understanding Children receive instant feedback through individual, group or whole class feedback throughout lessons from teachers. Teachers use their assessments within lessons to help gauge the pace of the lesson, and if they need to provide any additional scaffolding or guidance. After the lesson, the teacher uses the outcomes of their instant feedback and assessment to help plan next steps in the teaching sequence over a unit of Geography.

○ *Whole class feedback and interventions*

Teachers look at the body of Geography work including longer pieces of writing, make notes and take examples of positive outcomes and key misconceptions to inform their whole class feedback for the following lesson. Some children may require individual or small group feedback on a specific gap to help them move onto the next part of their learning. Teachers will also use this assessment time to plan interventions or pre-teaching sessions for target children.

○ *Monitoring of teaching and learning and work surveys by subject leaders and senior leaders*

> Termly detailed surveys of outcomes in pupil workbooks provides information about the progress and understanding of individual pupils and enables leaders to give quality feedback to teachers on the impact of their sequence of lessons and to plan INSET to secure whole school improvement .
Staff regularly moderate by sharing work in books focusing on outcomes and progression between year groups and within a year.

> Lesson observations provide insight into how effectively geography knowledge, skills and concepts are taught to ensure all pupils are able to make progress. Individual feedback is given to support professional development and a summary of all lessons observed enables the staff team to share strengths and areas for development to secure improvement in the teaching and learning of geography.