



Moorside Primary School and Nursery

Geography Intent

Intent

The national curriculum for geography aims to ensure that all pupils:

- ❖ develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- ❖ 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 are competent in the geographical skills needed 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.

Our Geography intent is echoed through our **school's vision**:

-A culture of success and achievement for all

All children are supported to access the Geography curriculum confidently through engaging lessons which are made accessible for all learners.

-An aspirational and inspirational curriculum

We aim to inspire our children in all Geography lessons by providing a range of experiences and sources of information from which they will learn. Children are challenged to extend their thinking in all lessons through careful questioning and investigative tasks.

-Strong relationships between the school, families, pupils and our community

Children are encouraged to develop their Geography knowledge along with their families; each term, a 'Knowledge mat' is sent home, which includes the key vocabulary that the children will be learning along with 'Homework Challenges' to further extend their geography skills and knowledge. The aim of the challenges is for children and members of their families work together to learn about the different subject areas being studied. Theme days - linked to local and topical events- are used to further enhance geographical knowledge and skills in purposeful current contexts.

-A whole school inclusive and nurturing ethos

All children can and will achieve through differentiated learning tasks and experiences. There is an expectation that all children will contribute during lessons, with the required support, encouragement and challenge needed to help them feel confident and successful with their learning from their individual starting points.

-High expectations for all stakeholders, surrounding our children with the best educators and specialists

Teaching staff work hard to ensure that their Geography teaching is engaging for the children. Staff regularly organise trips and visitors to the school to provide real-life purposeful experiences to enhance pupils' geography learning.

In line with our school curriculum intent and the Geography National Curriculum, at Moorside we:

Ensure our children acquire the necessary skills, and knowledge and understanding of the local area, the UK and the wider world to inspire in our pupils, curiosity and wonder about the world and its people, which will remain with them for the rest of their lives.

At Moorside Primary School and Nursery, we have adopted a cyclical approach to the teaching of Geography with a Year A and Year B long term curriculum overview. To ensure that there is clear progression within and across year groups, as a staff team, we have created a geography progression document. This ensures teachers have a clear understanding of the knowledge and skills children should have acquired by the end of each academic year and that the knowledge and skills are built on logically, so that children make links and comparisons between the different areas of learning with regular revisiting of the common strands: People, Aspirations, Comparisons and Environment. We use the rich opportunities in our local area, as well as educational visits and 'experience days' to inspire and engage our pupils, as well as extend their knowledge and understanding of the wider world and different cultures.

Implementation

Geography is taught in blocks throughout the year with clear links to the themes within the long-term plans (Year A and B). In Key Stage Two, **Place Knowledge** and **Human and Physical Geography** are blocked throughout the year with **Geographical skills and Fieldwork** and **Location Knowledge** weaved throughout the wider curriculum across the year, as well as within geography lessons. Every academic year, children in each year group will take part in a careful-planned 'Fieldwork Focus Week' so that ALL children gain sufficient experience of field work (appropriate to their age and stage) in their local environment. In Key Stage One, all Geography learning is taught in blocks (linked with other curriculum areas) throughout the year and this is clearly outlined in the long-term overview.

Teachers have identified the key knowledge and skills within each block of learning; a progression map for geography (Year A and B) has been created to ensure clear progression from each area of study to the next, from Early Years to Year Six, so that children continuously build on prior knowledge, skills and vocabulary. By the end of year Six, our children will have acquired the Geographical knowledge, understanding and skills in order to explain how the Earth's features at different scales are shaped, interconnected and change over time, instilling a life-long curiosity and wonder about the world.

Cross curricular outcomes for Geography learning are specifically planned for. Geography learning is enhanced through literacy (with writing outcomes planned for within long-term writing plans), History (with clear age-appropriate Geography objectives covered within History contexts) and Theme Days (with age-appropriate Geography skills and knowledge used support theme day learning. Where applicable, the children visit places of geographical interest in the local area such as Hell Wath and Fountains Abbey. To ensure all children have a secure understanding of what they are learning, we use an agreed definition to share at the beginning of geography lessons: **KS1 - Geography is the study of places in our world & KS2 - Geography is the study of places and the relationships between people and their environments**

Planning is informed by and aligned with the National Curriculum for Geography, and it follows the carefully-crafted Geography progression document. Pre-topic assessments (in the form of verbal questioning/tasks/written questions/discussions) are used to ensure we provide challenge and support for all of our children from their individual starting points. Open questioning and a range of challenging tasks are planned for to ensure a greater proportion of children achieve greater depth in geography. Scaffolding and Steps to Success are used to support all learners in lessons to achieve success in line with their peers.

Within each Geography block of learning, a set of Five Finger Facts will be shared with children at the beginning of each topic (block) which they will continue to revisit and build upon throughout the topic (block of learning as identified on the long-term overview). The Five Finger Facts will continue to be revisited throughout the year to support children in developing their long-term memory. Geography outcomes are assessed and monitored using Target Tracker, formative assessment (marking and feedback) and recall of the Five Finger Facts, to ensure that children reflect a sound understanding of the key identified knowledge.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance. Geography is covered under the specific area **Understanding of the World**. The outcomes which are related to Geography in this area and Early Learning Goals to be achieved by the end of EYFS are:

- **Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.** They make observations of animals and plants and explain why some things occur, and talk about changes.
- Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. **They know about similarities and differences between themselves and others, and among families, communities and traditions.**

Geography can be found in many of the provision areas in the EYFS, as well as the 'Our World around us' area. Carefully selected books in the reading areas prompt questioning and discussion about other people's lives, and the role play area encourages children to experience 'stepping into other people's shoes' and thinking about how others live. Through Forest School and everyday outdoor play, children are exposed to the change in the natural world, and staff capture opportunities to further children's understanding of these processes. Children are encouraged to talk about and explore the world around them and further away through chosen topics, as well as the opportunities that arise from following the children's interests. The children receive a monthly pack from Paddington Bear (through Unicef), with information about children who live all around the world; this provides opportunities for studying maps and learning about other cultures.

SEND

All pupils are supported to access the geography curriculum for their age and stage. Carefully planned and scaffolded learning ensures that ALL pupils, including those on the SEND register, make good progress in all lessons. Pre-assessments at the beginning of each geography unit of work provide teachers with an understanding of children's existing knowledge to support with the planning process and ensure sufficient support and challenge for ALL pupils. Within Geography lessons, children are supported in a number of ways; such support may include the following: use of images, word banks, pre-teaching of key vocabulary and themes, use of a range of media and varied ways of recording learning. Steps to Success are also used in every lesson to ensure independent tasks are organised into small manageable chunks so that all learners feel they are capable of achieving success.

Impact

- Children are able to recall key knowledge (shared as 5 finger facts) for current and previous Geography learning and they understand how prior learning is built upon when approaching new geography learning.
- Children talk positively about Geography learning and experiences through which they develop skills and knowledge in Geography
- Children understand the importance of Geography learning and can share local Geography knowledge

- Children can confidently use a range of sources to develop their geographical skills and knowledge
- Regular assessment recorded on Target Tracker allows gaps to be addressed swiftly and additional challenge provided for identified children
- Data and outcomes across the school feed into Action Planning in an Assess, Plan, Do, Review cycle
- All pupils make good progress from their individual starting points
- More children achieve greater depth in geography

H Jemmett, Geography Subject Leader - Jan 2023