



## Moorside Primary School and Nursery

### Geography 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 and implemented through our **school's vision**:

#### A culture of success and achievement for all

At Moorside Primary School and Nursery, we have adopted a cyclical approach to the teaching of *Geography* in the form of Year A and Year B. To ensure there is clear progression within and across each year group, we follow a progression document. This ensures teachers are clear about the knowledge and skills the children should have acquired by the end of each academic year and that the knowledge is built on logically so that children make links and comparisons between different geography topics/places studied.

The children are taught 6 geography topics over the course of cycle A and B (see progression document). Within each topic, children are taught 5 facts that focus on key knowledge for them to build on and make links to and from in their subsequent learning. The key knowledge and skills for each *Geography* topic have been identified with a focus on 4 key strands: **People and Society** (knowledge), **settlements** (knowledge), **comparison** (skills) and **interpretation** (skills). Careful consideration has been given to ensure progression from each area of study to the next, throughout each year group across the school, by focusing on the 4 key strands.

Each lesson is structured in the same way. At the beginning of geography lessons, relevant prior knowledge (linked to new learning) is revisited and recapped through fun informal assessments, such as games and quizzes; new five finger facts are introduced/revisited; and key vocabulary for the lesson is shared before new learning begins. Outcomes of work are assessed and monitored using Sonar and formative assessment (marking and feedback), to ensure that they reflect a sound understanding of the key identified knowledge.

Classroom environments display key knowledge, maps and relevant books and resources to support learning. Key vocabulary is on topic walls and when required, word mats in children's personal workspaces.

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:

***Geography is the study of the world around us, including its places, people, and how they interact with each other and the environment.***

#### **An aspirational and inspirational curriculum**

All new geography topics begin with a LAUNCH. This provides the children with carefully planned activities to promote enquiry, provide a flavour of their learning journey and immerse the children in the culture and/or topic that will be studied. 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. Educational visits are carefully planned and outlined on the 'Whole School Long Term Overview' to ensure all children are given opportunities to enhance their geographical knowledge and skills in various settings. Some of the places of geographical interest the children visit in our local area include Hell Wath and Fountains Abbey. Forest School sessions are also used to further enhance our geography curriculum, providing opportunities for children to practise and apply fieldwork and investigative skills for a range of real purposes, in and around our local environment.

We further inspire our children with high quality, carefully selected geographically themed fiction texts to immerse them in the geography topics they are studying. All the texts (see Key Literacy Texts document) include subject specific language and provide opportunities for children to deepen their contextual knowledge. We follow a knowledge and vocabulary progression document so that children learn key vocabulary which is revisited when studying different geography topics.

#### **Strong relationships between the school, families, pupils and our community**

Children are encouraged to develop their geography knowledge along with their families at home; each term, a knowledge mat is sent home which includes the key knowledge (5 Finger Facts) and key vocabulary that the children will be learning. Homework Challenges are also sent home termly; the aim of the challenges is for children and members of their families to work together to practise remembering, embedding and applying key knowledge and skills. Also, at the end of each geography 'Topic', the children share their knowledge and learning through our termly 'Showcase' events.

#### **A whole school inclusive and nurturing ethos**

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance, which aims for all children in Reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year. They develop their understanding of our school and local environment and are introduced to the concept of mapping.

EYFS expected outcomes and how they are achieved:

**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.**

Cross curricular outcomes in Geography, throughout Key Stages One and Two, are specifically planned for, with links between the geography curriculum in literacy lessons, enabling further contextual learning. Where applicable, the children visit places of geographical interest in the local area, for example Fountains Abbey, Hell Wath and the city centre. Planning is informed by and aligned with the National Curriculum. Through Medium Term planning, consideration is given to how children can achieve and be challenged to achieve greater depth. Open-ended questions and tasks are planned for and planning clearly identifies how learners will be supported through scaffolded intervention and steps to success in line with the school's commitment to inclusion. Assessment activities and questioning is used at the beginning of topics to assess children's prior knowledge before moving forward with their new learning.

All children can and will achieve their potential through carefully- scaffolded and progressively planned sequences of lessons and tasks. Children feel they can make mistakes in their learning and not feel judged, thus developing confidence within the subject of Geography.

### **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. Where necessary, members of staff organise trips and visitors to come into school and talk about places of interest to give them a real-life purpose and experience for learning. Lesson Studies provide opportunities for teaching staff to ensure that their delivery of Geography lessons is high quality with key vocabulary and knowledge shared in a consistent way. This monitoring approach provides opportunities for professional discussions and enables best practice and model teaching and learning to be shared.

## **Impact**

Our approach to the Geography curriculum results in interesting and engaging geography lessons. The quality of children's learning is evident through work examples, pupil voice and learning walks across school. Children's recall of key knowledge (Five Finger Facts) demonstrates their understanding and supports them to build upon prior learning. This evidence is used to...

- Inform teachers' planning
- Record outcomes termly on Sonar, so that gaps can be addressed where necessary
- Make decisions about focussed monitoring and CPD
- Report to governors on the progression in Geography (termly)
- Analyse data and outcomes across the school which then feeds into action planning in an Assess, Plan, Do, Review cycle

This supports varied paces of learning and ensures that all pupils make good progress.

The carefully considered and planned subject-specific knowledge and skills developed in our geography lessons equips pupils with necessary knowledge and skills for them to understand the world they live in: People and Societies, as well as Settlements and Environments, including the impact of physical and human geography and how places have changed over time.

*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.*