

Intent:

At Eastfield it is the intent of the Geography Curriculum to provide plentiful of opportunities for the children to learn about the world that they live in. This includes the children learning the location of different countries, cities and towns in the UK and across the world and learning about the human and physical geography of these locations. It also includes the children learning what it is like to live in these places by making observations, carrying out research, reading graphs and charts and asking geographical questions.

The 'big objectives' of teaching geography are identified as:

- Contextual **world knowledge** of locations, places and geographical features.
- **Understanding** of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space.
- Competence in **geographical enquiry** and the application of skills in observing, collecting, analysing, evaluations and communicating geographical information.

How do pupils make progress in relation to these 'big objectives'? :

- Demonstrate greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts.
- Extend from the familiar and concrete to the unfamiliar and abstract.
- Make greater sense of the world by organising and connecting information and ideas about people, place, processes and environments.
- Work with more complex information about the world, including the relevance of people's attitudes, values and beliefs.
- Increase the range and accuracy of investigative skills, and advancing their ability to select and apply these with increasing independence to geographical enquiry.

Implementation:

Curriculum Organisation:

The Long Term Plan is organised so that two Unit plans are delivered in each year group in Autumn One and Spring Two that have a clear geographical focus. However, Geography is woven into other unit plans where appropriate. This allows for depth of learning to occur and knowledge/understanding to be revisited numerous times across a Key Stage.

In Early Years, Geography is taught via the Early Learning Goals linked to the Specific Area 'Understanding the World'. The majority of learning in this area occurs through adult intervention when the children are in continuous provision. However, during their time in Early Years the children will listen to stories set in different locations, engage in a unit titled 'All About Me' and participate in topic led work about the world they live in.

By the end of Early Years therefore, the children should be able to:

- Know about similarities and differences in relation to places, objects, materials and living things.
- Be able to talk about the features of their own immediate environment and how environments might vary from one another.
- Be able to make observations of animals and plants and explain why some things occur, and talk about changes.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------|---------------------------------|----------------------------------|--|---------------------------------|------------------------------|-------------------------------|
| | Geography | History | History | Geography | Art & Design | D&T |
| Early Years | I will learn to be a Geographer | I will learn to be an Historian: | I will learn to be an Historian: Significant Event | I will learn to be a Geographer | I will learn to be an Artist | I will learn to be a Designer |































































































































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|-----------|---|---|--|--|--|---|
| | | Significant Individuals | | | | |
| Y1 | Physical: How is London connected to the UK | Significant Individuals: Explosion & Fire; Guy Fawkes & Samuel Pepys | Changes in living memory: School, Toys & Transport | Human: Why are Immingham & Cleethorpes significant? | Africa: Sculpture - junk modelling | Africa: Textiles |
| Y2 | Physical: What makes continents hot or cold? How do coastlines change? | Significant Individuals: Exploration: Grace Darling, Grace O'Malley & Christopher Columbus | Significant Individuals & Local History: The Pilgrim Fathers | Human: What is the significance of Boston, Massachusetts? | North America: Painting - acrylic | North America: Food Technology |
| Y3 | Physical: What are the features of a water course? | British History: The Stone Age | British History: From the Stone Age to the Iron Age | Human: Shall we take a trip to Kielder? | Australia: Painting | Australia: Structures |
| Y4 | Physical: Why is the 'Ring of Fire'? | British History: The Roman Empire & its impact on Britain | British History: The Viking & Anglo-Saxon Struggle | Human: Why is Italy a Mediterranean country? | Europe: Painting - water colour/acrylic) | Europe: Textiles |
| Y5 | Physical: Do rainforests have layers? | Earliest Civilisation: Ancient Egypt | Non-European: The Mayans | Human: Where is Mexico? | South America: Painting - poster/acrylic | South America: Electrical Systems |
| Y6 | Physical: Journey to Antarctica? | Earliest Civilisation: Ancient Greece - influence on the western world | British History: World War II | Human: Where should I emigrate to? | Asia: Sketching & Pastels | Asia: Mechanical Systems |

Pedagogy:

The 9 key themes identified for Geography are:

| | | | | | | | | |
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|  |  |  |  |  |  |  |  |  |
| Location | Physical Features | Human Features | Physical Processes | Human Processes | Fieldwork | Compare & Contrast | Communication | Diversity |

The key themes for each Unit Plan are as follows:

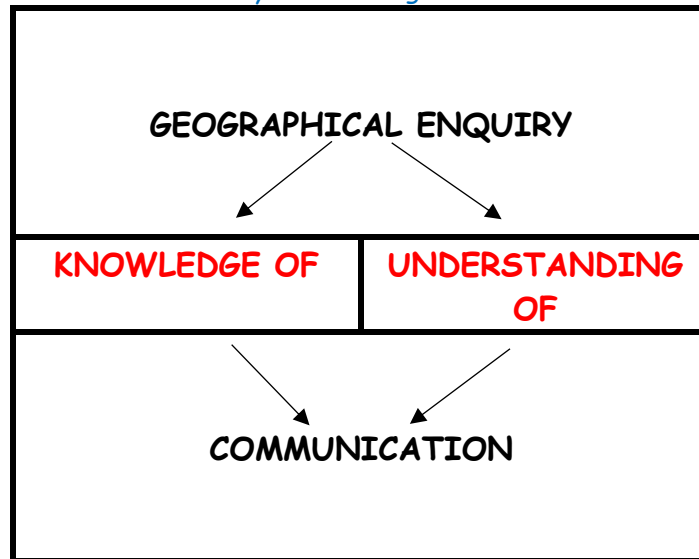
| | Autumn 1 | | | | | | | | | Spring 2 | | | | | | | | |
|-----------|---|---|---|---|---|---|---|---|---|---|---|--|---|---|---|---|---|---|
| E |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Y | I will learn to be a Geographer - Understanding the World - Thinking Geographically | | | | | | | | | I will learn to be a Geographer - Everyday Geographies - Geographical Concepts | | | | | | | | |
| Y1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| | How is London connected to the UK | | | | | | | | | Why is Immingham significant? | | | | | | | | |
| Y2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| | What makes continents hot and cold? | | | | | | | | | What is the significance of Boston Massachusetts? | | | | | | | | |
| Y3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| | What are the features of a water course? | | | | | | | | | Shall we take a trip to Kielder? | | | | | | | | |
| Y4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| | Why is the 'Ring Of Fire' significant? | | | | | | | | | Why is Italy a Mediterranean country? | | | | | | | | |
| Y5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| | Do rainforests have layers? | | | | | | | | | Where is Mexico? | | | | | | | | |
| Y6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| | Journey to Antarctica? | | | | | | | | | Where should I emigrate to? | | | | | | | | |

The Unit Plans clearly identify the knowledge (procedural & declarative) that is to be taught and the enquiry question for each session. Teachers then have the freedom to design how the learning takes place within their individual classrooms.

However, in order to develop 'Geographers' staff ensure that a framework sequence of learning contains the following components:

*Children engage in a valid **geographical enquiry** or puzzling key question through which the learning grows over the sequence of lessons. Children are encouraged to devise their own enquiry questions & ways of tackling them.*

*Within any sequence of learning, objectives are always included for building **knowledge of** different aspects. This 'NOW knowledge' relates to the particular period & issue being studied while reinforcing knowledge from earlier work as appropriate to strengthen 'HEREAFTER knowledge'.*



*Within any sequence of learning, objectives are always included for developing children's **understanding of** particular elements; the precise focus is reflected in the key question.*

Children are always required to organise and communicate their findings at the end of a sequence of learning so their learning gains coherence. Children use their understanding of the history studied to help them decide how to organise & present their ideas most effectively.

The Expectations:

Contextual world knowledge of locations, places and geographical features.

- Demonstrating greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts

Expectations by age 7 - Have simple locational knowledge about individual places and environments, especially in the local area but also in the wider world.

Expectations by age 9 - Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.

Expectations by age 11 - Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.

Understanding of the conditions, processes and the interaction that explain features, distribution patterns and changes over time and space.

- Extending from the familiar and concrete to the unfamiliar and abstract.
- Making greater sense of the world by organising and connecting information and ideas about people, places, processes and environments.
- Working with more complex information about the world, including the relevance of people's attitudes, values and beliefs.

Expectations by age 7 - Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.

Expectations by age 9 - Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places, and understand some reasons for similarities and differences.

Expectations by age 11 - Understand in some detail what a number of places are like, how and why they are similar and different and how and why they are changing. They know about some special patterns in physical and human geography, the conditions that influence those patterns, and the processes that lead to change. They show some understanding of the links between places, people and environments.

Competence in **geographical enquiry**, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.

- Increasing the range and accuracy of pupils' investigative skills, and advancing their ability to select and apply these with increasing independence to geographical enquiry

Expectations by age 7 - be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.

Expectations by age 9 - be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.

Expectations by age 11 - be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view.

Impact:

At the Leadership Level:

Geography has a clear monitoring cycle that consists of 3 clear foci across three consecutive half terms:

1. **Development Focus Input** - identifying the work that needs to be conducted *e.g. pupil voice, staff voice, enquiry, classroom walk through, enquiry into books, planning alignment, learning environment evidence, data etc.*
2. **Development Activity** - focused improvement work *e.g. CPD, staff coaching/mentoring, purchase of resources etc.*
3. **Development Moderation** - impact of leadership work *e.g. pupil voice, staff voice, enquiry, classroom walk through, enquiry into books, planning alignment, learning environment evidence, data etc.*

Geography has an identified Subject Lead and is part of the Humanities Team; staff work in teams to identify, lead and monitor the development of the curriculum across the school. This work is cyclic and builds on areas identified for development. Timely feedback is given to staff after any monitoring and the Subject Lead writes an annual causal chain to outline work undertaken and the impact they have had on the teaching and learning of Geography across the school.

At Classroom Level:

The impact of the acquired knowledge and skills is measured in the final session(s) of a Unit Plan; the children are required to answer a question that draws on all of the learning within the Unit Plan, and across KS2, this question also requires learning from previously taught Unit Plans, requiring the children to identify similarities, differences, connections and trends.

Where a written response is not appropriate for the task, the teacher is free to design a quiz or a practical task which can be evidenced with pictures and annotations etc.

On an annual basis teachers provide a summative assessment for children within their class. This is analysed by the Subject Lead.

Geography Subject Lead: Rob Moody