



Geography

Geography is the study of places and the relationships between people and their environments. Geographers explore both the physical properties of Earth's surface and the human societies spread across it.

Intent

At High Clarence our Geography curriculum is designed to develop curiosity and fascination about the world and its people and develop a greater understanding of our pupils place in it. Our curriculum takes in to account the geographical location of the school, the content of the National Curriculum and the current geographical climate to ensure our children have an accurate understanding of the world in which they live. The essential geographical knowledge has been carefully sequenced to ensure it builds within a year, across years and across subjects. Children investigate a range of places (both in Britain and abroad) and a number of Earth's physical and human processes.

We aim to develop the following essential characteristics of geographers:

- An extensive base of geographical knowledge and vocabulary
- An excellent knowledge of where places are and an accurate understanding of what they are like both in Britain and the wider world
- A comprehensive understanding of the way in which places are interdependent and interconnected
- Fluency in geographical enquiry and the ability to apply questioning skills as well as effective presentation techniques
- The ability to reach clear conclusions and explain their findings
- Excellent fieldwork skills and other geographical aptitudes and techniques
- The ability to express well-balanced opinions rooted in very good knowledge and understanding about current issues in society and the environments
- A genuine interest in the subject and a real sense of curiosity about the world and the people who live here

Implementation

Leaders have carefully selected the knowledge and skills children at High Clarence require to fulfil the aims of the subject. The long term plan takes in to account the schools geographical location, the content of the National curriculum and has the flexibility to take in to account the current geographical climate. Key concepts have been identified that children encounter at different stages of their educational journey and then revisit repeatedly. The content has been mapped into two half termly units per year. During the terms Autumn 2 and Summer 1 the whole school has a geography focus. In Key Stage 1 children study first their own locality and Great Britain during Year 2 this progresses to looking at their place in the world and a contrasting locality in a Non-European country. In Key Stage 2 children study a physical or human process in their first unit of the year and during the second unit their study centres around a place. Learning is sequenced and builds progressively and where possible links have been made to other subject areas. When children are not studying Geography learning across other subject areas and the wider curriculum provides opportunities to apply their geographical knowledge and skills where ever possible. Summer term 2 has been consciously left to allow time for teachers to respond to the current geographical climate



giving children time to apply their previously acquired geographical knowledge and skills to new learning.

Within a block of Geography the key knowledge, skills and vocabulary have been identified for teachers to ensure that content and concepts are progressive across the whole school. Knowledge organisers are designed to support children in their knowledge acquisition and are used continuously through units to support children in recalling and retaining the key knowledge and vocabulary. Low stakes quizzing is also used as a strategy to support children in knowing more and remembering more. All units begin with children investigating what key concepts are and what they are not. This is designed to support children in making links in their learning. Children then use a range of geographical skills to obtain and apply new and existing knowledge. Such skills include fieldwork, maps and mapping on a range of scales, atlases and enquiry. Opportunities are provided to present their geographical knowledge, learning and understanding in a range of ways. At High Clarence the local area is fully utilised to aid children's geographical understanding and there are extensive opportunities for learning outside the classroom embedded in practice. Where an area or concept can be seen in real life it is. Consideration is given to how children who grasp concepts more rapidly and those learners who need more support are catered for within Geography lessons.

Impact

Our Geography curriculum is high quality, well thought out and is planned to demonstrate progressions of knowledge and skills. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes
- An end of unit task giving children the opportunity to apply the geographical knowledge understanding and presentation skills gained throughout the unit
- Tracking of gains in each low stakes quiz
- Pupil discussions about their learning

Outcomes in Geography books evidence a broad and balanced geography curriculum and demonstrate children's acquisition and retention of identified key knowledge. The ultimate impact of our Geography curriculum is that our children will have a sound understanding of their locality and the wider world and because of this will act as good moral global citizens who are able to make a positive impact on the world.