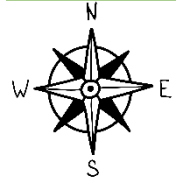


Subject on a Page



Geography

At Kidgate Academy, Geography will enthuse the children to appreciate the Earth and its people through the study of place, space and the environment. By teaching Geography as a discrete subject, our aim is to provide children with an interest and curiosity in the world around them linked with a substantive knowledge of geographical skills.



Intent – What do we aim to deliver?

At Kidgate Academy, Geography supports an understanding of places and environments. Through their work in Geography, we want children to learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world.

We aim to help our children build a strong connection with their local environment through regular visits and meaningful references to the surrounding area. By fostering links with local businesses, we support their understanding of the importance of tourism to the Louth community, the town's development around the River Lud, and the origins of their food. We enrich this learning by providing hands-on experiences with the local farming community.

Geography has connections to many other curriculum areas, such as History and Science, and our aim is to support children in making those connections. Linking knowledge and skills together provides wonderful opportunities to develop deeper understanding across Geography and wider curriculum subjects.

We aim to question and encourage children to discover answers to their own questions through exploration and research to enable them to gain a greater understanding and knowledge of the world, its interconnectedness and their place in it.

We want our children to develop skills such as learning how to draw and interpret maps and developing the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children will gain an appreciation of life in other cultures.

In Years 1-6, Geography lessons are taught explicitly during the week and term (alternating each half term). In Early Years, through looking at 'people and communities' and 'the world,' aspects of the Understanding the World unit.



Implementation – How do we aim to deliver it?

Geography skills will start at an early age. In Early Years, children will look at 'people and communities' and 'the world' as part of the Understanding the World unit. As the children progress through school, key skills are taught and developed through a range of Geography topics. Teachers use the foundation of Kapow and adapt their lessons accordingly to ensure the coverage and development of the skills that the children require.

Children will develop their map skills and will use a range of resources to do so. Children will use atlases alongside digital maps and aerial photos.

Teachers planning ensures that children develop their knowledge and skills as they move from Early Years through to Key Stage 1 and Key Stage 2. Formative assessment is completed at the end of each milestone, and the end of every academic year to assess the children's geographical knowledge.

As the children progress through school, they will have opportunities to complete fieldwork as part of their Geography curriculum. This may form part of any external visit that they participate in, or it could happen within the school grounds. This could be in our outdoor spaces such as the playground or woodland area, or during PE as part of orienteering.



Impact – How will we know when we have delivered it?

Children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it.

Children will be able to explain about the physical world and recognise the importance of sustainable development for the future of mankind.

Formative and summative assessments will demonstrate a secure understanding and identify next steps as the children progress through the school.

Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent geographers in secondary education.