



## Intent- we aim to...

To inspire in pupils a curiosity and fascination about the world they can take with them for the rest of their lives.

Ensure pupils have knowledge about diverse places, people, resources and natural and human environments.

Know and explain the physical and human features we find in the world around us and the impact this has.

Gain geographical knowledge, understanding and skills to explore the Earth's features over time.

Provide pupils with fieldwork opportunities to help them explore the local area and beyond with their own eyes.



## Implementation- How do we achieve our aims?

### Our curriculum

Our geography curriculum is based on the National curriculum. Cornerstones has been used to carefully design and sequence a curriculum to give pupils a secure, coherent knowledge and buildable skills foundation. Each unit of work is planned to ensure key concepts are taught in an optimal order to support pupils understanding. All units are underpinned by substantive knowledge and vocabulary whilst also ensuring pupils develop their disciplinary knowledge (geographical skills). Retrieval practice and recapping is done at the start of each lesson to ensure pupils are retaining the information taught in the previous lesson. We ensure the pupils know what geography is and how to be a geographer so they have context to why we are learning what we are learning.

### Golden Threads

At Grazeley Primary School, in geography, pupils will encounter the six “Golden Threads”. These are substantive concepts that are revised and developed throughout the different geography units across the school. For example: my place in the world starts in Early Years looking at where they live and builds up throughout the school to identify different aspects within the local area (land use, traffic, human and physical features). The golden threads help the pupils to understand which concept of geography we are learning about and make links to prior learning within each area.

### Our content includes...



Weather and climate



Mapping



My place in the world



Our local area and beyond



Settlement



The natural environment

### Our threads...

## Progression of skills

Each unit is carefully planned out and the key skills are taught throughout all key stages across the school. Staff ensure these skills are built upon year by year and this is clearly outlined in the unit overviews. The key skills in Geography are: Locating, Comparing, Investigating, Researching, Communicating, Cartography and Fieldwork.

**Early Years-** In Early Years geographical work is based on the 'Understanding the World' strand of the curriculum. It focuses on developing knowledge of the immediate environment e.g. the school grounds, seeing maps in stories and making maps and locations within small world play and in other continuous provision. Pupils begin to develop a sense of place and an emerging sense of scale when we look at some contrasting world locations (e.g. in terms of climate, what animals live there etc), we recognise and discuss some similarities and differences between life in this country and other countries.

**Assessment** – As formative assessment is key to identifying the pupils next steps, at Grazeley staff complete whole class feedback forms to identify any further support or progress that has been seen in the lesson. At the end of each unit of work the pupils complete summative assessment tasks to show the progress that they have made and to help identify priorities for further teaching. Termly staff put a judgement onto our tracking system to show where the pupils have progressed. Staff complete proof of progress questions at the end of each unit which is an independent task to show progress.

**Vocabulary-** Vocabulary is a key focus in geography lessons. We use vocabulary mats at the start of each unit and two or three words are referred to at the start of each lesson. At the end of each unit pupils explain verbally the meaning of the words on mat. These mats are also displayed on the working wall to be used throughout the lesson. We use this to develop the pupils vocabulary and meanings. The pupils can then make links to this vocabulary in each geography unit they complete.

**British Values** – Geography has strong links to the core British Values. In particular democracy e.g. changes in the local area, rule of law e.g. sustainability, individual liberty e.g. how does the climate impact our lives and mutual respect for all e.g. comparing their lives to others.

**Fieldwork-** Fieldwork is a key concept in geography. Pupils will engage in age appropriate fieldwork activities that are meaningful and related to the class topic. The pupils will have a minimum of one fieldwork opportunity per year and we have ensured that these vary throughout the school to give the pupils many meaningful experiences throughout their time at Grazeley. This will also expand their cultural capital and develop their life skills.



## Impact- how will we know we have achieved our aims?

pupils can use their locational knowledge and geographical language to talk with confidence about the UK and different countries studied.

pupils can describe similarities and differences between places in the UK, Europe and wider world. They can explain how land is used.

pupils can read and use maps (including digital, atlases, globes and compasses) to locate areas and identify routes.

pupils can explain the natural environment and changes over time, including weather and its impact on the environment. .

pupils can carry out, research, compare places, conduct investigations through fieldwork and communicate their learning to others.