

# Geography at Holdbrook



## **Intent**

A high-quality Geography education at Holdbrook should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Cross-curricular links are included throughout each unit, allowing children to make connections and apply their Geography skills to other areas of learning. Our enquiry questions form the basis for our Key stage 1 and 2 units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions. We have designed these questions to be open-ended with no preconceived answers and therefore they are genuinely purposeful and engage pupils in generating a real change. In attempting to answer them, children learn how to collect, interpret and represent data using geographical methodologies and make informed decisions by applying their geographical knowledge.

Each unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible. Our Geography curriculum follows an enquiry cycle that maps out the fieldwork process of question, observe, measure, record, and present, to reflect the elements mentioned in the National curriculum. This ensures children will learn how to decide on an area of enquiry, plan to measure data using a range of methods, capture the data and present it to a range of appropriate stakeholders in various formats. Fieldwork includes smaller opportunities on the school grounds to larger-scale visits to investigate physical and human features. Developing fieldwork skills within the school environment and revisiting them in multiple units enables pupils to consolidate their understanding of various methods. It also gives children the confidence to evaluate methodologies without always having to leave the school grounds and do so within the confines of a familiar place. This makes fieldwork regular and accessible while giving children a thorough understanding of their locality, providing a solid foundation when comparing it with other places. Lessons incorporate various teaching

strategies from independent tasks to paired and group work, including practical hands-on, computer-based and collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Each lesson provides guidance for teachers on how to adapt their teaching to ensure that all pupils can access learning, and opportunities to stretch pupils' learning are also available if required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary. Further learning in Geography needs to support the vision statement, 'Dare to Dream, Aim to Achieve' by giving children an understanding of the impact that they can have on the world around them.

### **Implementation**

In order to meet the aims of the National curriculum for Science and in response to the Ofsted Research review into Geography, we have identified the following key strands:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

We have a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. A range of engaging recall activities promote frequent pupil reflection on prior learning, ensuring new learning is approached with confidence. The **Geography in action** strand is interwoven throughout the curriculum to make the concepts and skills relevant to pupils and inspiring for future application. Cross-curricular links are included

### **Impact**

The impact of our Geography curriculum constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives and any relevant scientific enquiry skills. Furthermore, each unit has a unit quiz and a knowledge and skills catcher, which can be used at the beginning and/or end of the unit to provide a summative assessment. Opportunities for children to communicate using Geographic vocabulary will also form part of the assessment process in each unit. After implementing our Geography curriculum, pupils should leave school equipped with the requisite skills and knowledge to succeed in key stage 3 Geography. They will have the necessary tools to confidently and meaningfully question and explore the world around them as well as critically and

throughout each unit, allowing children to make connections and apply their Geographic skills to other areas of learning.

Each unit is based upon one of the key Geographic disciplines;

Locational Knowledge

Place Knowledge

Human and Physical Knowledge

Geographical skills and fieldwork.

Pupils explore knowledge and conceptual understanding through engaging activities and an introduction to relevant specialist vocabulary.

analytically experiencing and observing phenomena. Pupils will understand the significance and impact of Geography on society.

**An enquiry-based approach to learning will allow teachers to assess children against the National curriculum expectations for Geography.**

**The expected impact of the Geography scheme of work is that children will:**

- **Compare and contrast human and physical features to describe and understand similarities and differences between various places in the UK, Europe and the Americas.**
- **Name, locate and understand where and why the physical elements of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters and the water cycle.**
- **Understand how humans use the land for economic and trading purposes, including how the distribution of natural resources has shaped this.**
- **Develop an appreciation for how humans are impacted by and have evolved around the physical geography surrounding them and how humans have had an impact on the environment, both positive and negative.**
- **Develop a sense of location and place around the UK and some areas of the wider world using the**

	<p>eight-points of a compass, four and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping.</p> <ul style="list-style-type: none"> <li>• Include a paragraph that explains your assessment models (AfL), tracking and evidencing progress processes in Geography.</li> <li>• Identify and understand how various elements of our globe create positioning, including latitude, longitude, the hemispheres, the tropics and how time zones work, including night and day. <ul style="list-style-type: none"> <li>• Present and answer their own geographical enquiries using planned and specifically chosen methodologies, collected data and digital technologies.</li> <li>• Meet the 'Understanding the World' Early Learning Goals at the end of EYFS, and the end of key stage expectations outlined in the National curriculum for Geography by the end of Year 2 and Year 6.</li> </ul> </li> </ul>
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**Assessment**

Formative and summative assessments demonstrate how well the progression of skills and knowledge have met outcomes. These are completed termly, by teachers, to assess pupils against the learning objectives and any relevant geographical enquiry skills.

**Monitoring**

- To oversee, with support from the leadership team, the curriculum content and

**Marking & Feedback**

At Holdbrook Primary School we believe that marking should provide constructive feedback to every child. Marking and feedback should

<p>progression within Geography.</p> <ul style="list-style-type: none"> <li>• To support colleagues with the planning, implementation and assessment of Geography</li> <li>• To take responsibility for the purchase and deployment of central resources.</li> <li>• To monitor and evaluate the progress in Geography and take action to drive improvement in Geography.</li> <li>• To ensure a range of enrichment opportunities are provided to inspire children's learning. E.g. Trips, workshops, after school clubs, themed weeks, special projects etc.</li> <li>• To liaise with appropriate bodies such as: local schools, governors, the local authority with matters to do with Geography.</li> </ul>	<p>focus on successes and targets for improvement linked to the learning objectives or success criteria. This should enable children to become reflective learners and help them close the gap between their current and desired performance.</p> <ul style="list-style-type: none"> <li>• Correct work is marked in pink and staff provide next steps in green pen.</li> <li>• Key vocabulary should be highlighted and spelling errors should be identified.PW</li> <li>• All self-assessment should be completed weekly and written neatly underneath the work using a purple pen.</li> <li>• Work will show whether the work has been completed in pairs (PW), independent (I) and classwork (CW).</li> </ul>
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**EYFS**

*The activities are designed to build pupils' familiarity with maps, atlases and globes to develop their early geographical skills and fieldwork. Children begin to use simple directional language to prepare for the locational knowledge to come in Key stage 1 and 2.*

During their first years at Holdbrook school, children will explore, positionality, beginning to understand where one object or feature is in relation to another, and use simple directional language to describe this. Explore the natural world around them through various activities. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live this can be done through a

text as well as a variety of activities. Understand the effect of changing seasons on the natural world around them.