



*Geography is the study of the Earth's land, water, air and living things.*

## Intent

*Golden Threads: locational knowledge, place knowledge, human and physical processes, geographical skills*

To inspire in pupils a curiosity and fascination about the world whilst encouraging them to build their own identity and sense of place.

To equip pupils with knowledge about places and people; resources in the environment; physical and human processes and the formation and use of landscapes.

To embed previously learned knowledge through recall and review and build on what pupils know.



## Implementation

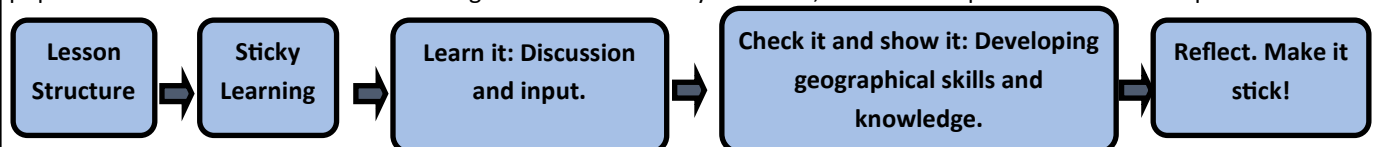
Geography a key driver for our curriculum. Planning is created by teachers, using the whole school scheme of learning, which is based on the Focus overview. The sequence of learning and content has been carefully selected to ensure that previous learning is reviewed and built upon throughout school. Opportunities for the children to explore their local area and visit places further afield are provided.

In EYFS, children develop strong foundations through topic work linked to the Early Learning Goals, beginning with their immediate environment and making links with their own experiences. Understanding is developed through observation opportunities, discussion, stories, non-fiction texts and maps. The knowledge, skills and vocabulary that is developed in the Early Years is built upon as they progress into Key Stage 1. Within KS1 and LKS2, learning is based around topics focussing on one specific area of the curriculum, such as a study of mountain regions or weather conditions. Locational knowledge is further developed to compare their own locality to a place in Europe. Our oldest children in Upper Key Stage 2 then begin to learn through thematic topics, such as exploring Rights and Responsibilities in America and Exploring different polar climates: this allows the children to review prior learning and make deeper connections across time periods and concepts in Geography.

The geographical maps and vocabulary we use has been carefully selected to ensure progression and support learning relevant to the year group.

From Year 1 onwards, children will have a knowledge organiser to highlight key facts from the topic and relevant vocabulary. Additionally, vocabulary pyramids are displayed on working walls in each classroom.

At the beginning of each unit, children are asked to share what they already know, as well as what they would like to find out. Within each lesson, understanding is evaluated and assessed through questioning, work in books and discussion in class. Lollipop sticks are used to assess understanding. At the end of every half term, children complete an end of unit quiz.



### Inclusion and additional provision:

When necessary, adaptations are made to support children's learning by how the content is taught, rather than the overall curriculum content. Examples of this include:

- ◆ Additional support in class
- ◆ Group work
- ◆ Peer support
- ◆ Reading pens
- ◆ Tailored scaffolds
- ◆ Adapted resources to suit individual needs



## Impact

Children remember key vocabulary and are able to use geographical skills, such as reading maps and identifying specific locations and landmarks.

Pupils understand the complexity of our world and appreciate the diversity of cultures that exist across continents.

Pupils have a desire to explore the world around them. They ask questions to deepen their understanding.