

## **The Welbeck Federation of Schools**

Policy statement – March 2021

Review – March 2023

### **GEOGRAPHY**

#### Curriculum Intent

At The Welbeck Federation of Schools, we are proud to have a knowledge-based curriculum which equips our children with the tools they need to go on to be well rounded individuals who can make the most of all opportunities and challenges that come their way. Our curriculum is engaging, exciting and innovative, encompassing and celebrating all curriculum areas and is designed to build resilience, independence and perseverance.

Our curriculum has been designed to provide learners with the knowledge, skills and the eloquence to become responsible and effective members of the community locally and internationally and in doing so, transform life chances in a way which supports positive outcomes for our pupils.

The topics have been designed to complement and build on one another with clear progression and links so that in subsequent year groups, they will be able to explore concepts deeper, applying their knowledge in different contexts.

Our community is at the heart of our teaching and learning and topics have been selected to embrace the wider community in which we live - celebrating our history and heritage – as well as expanding children's cultural knowledge of people, places and events that they wouldn't ordinarily visit or know about.

At The Welbeck Federation of Schools we are very clear that our curriculum is underpinned by secure self-evaluation and inspires and motivates our children.

Our three key drivers are:

- To promote independence and resilience in learning
- To broaden and extend our children's understanding of the wider world
- To develop the communication skills of our children

These three aspects are at the heart of our curriculum and as the long term plans show, they help us to focus on key skills in all subjects, as well as covering the full content as outlined in the National Curriculum.

The Why ...

#### 1. Knowledge frees up your brain's capacity for thinking

Cognitive scientists have found that our brain works at different speeds, depending on whether we have learned something already, or whether we are relying on "working memory". Working memory is new information you can keep in your head and is very limited (holding between three and seven pieces of new information). That is why learning your number bonds by heart is useful. Completing more complex calculations is made simpler if knowledge of number bonds is already 'locked in'.

#### 2. We learn new things by connecting them to old things

The way in which the brain stores new information, and makes inferences and discoveries, is by connecting to existing stored knowledge (schema). You cannot have skills without knowledge, because you cannot evaluate something you do not know anything about. You also cannot come up with new ideas without jumping off existing ones.

### **Policy context and rationale**

This policy covers our school's approach to the teaching and learning of Geography. It was produced by the subject leader in conjunction with the staff.

It has been shared with and approved by the Governors.

### **Policy availability**

Parents and carers are able to view the policy on the school website.

A paper copy is available in school.

If a copy is required in any other format then please contact the school office.

### **Intent**

The intention of the Geography curriculum at The Welbeck Federation of Schools is to inspire children's curiosity and interest to explore our community and its place within the world that we live in, whilst aiming to ignite a love of learning by promoting independence and resilience. We intend to equip children with geographical skills to develop their knowledge through studying places, people, and natural and human environments. This seeks to deepen the understanding of the Earth's human and physical forms and processes. Geography, by nature, is an investigative subject. Through our teaching, we intend to provoke thought, questions and to 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 and their place in it. We intend to develop the communication skills of our children to enable them to communicate their knowledge effectively in different contexts.

### **Implementation**

Geography is taught as part of a half termly topic, building on previous knowledge and experiences from the Foundation Stage and focusing on the knowledge and skills stated in the National Curriculum. Our community is at the heart of our teaching and learning and topics have been selected to embrace the wider community in which we live - celebrating our history and heritage – as well as expanding children's cultural knowledge of people, places and events that they would not ordinarily visit or know about. Teachers plan lessons for their class following our scheme of work. The scheme of work ensures the curriculum is covered and the skills and knowledge taught is progressive from year group to year group.

### **Foundation Stage**

In the Foundation Stage pupils will be taught Geography through Understanding the World – People and Communities and The World.

Pupils should:

- know about similarities and differences between themselves and others, and among families, communities and traditions.
- know about similarities and differences in relation to places
- talk about the features of their own immediate environment and how environments might vary from one another.

## **Key stage 1**

Pupils should:

- develop knowledge about the world, the United Kingdom and their locality.
- understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils will be taught to:

### **Locational knowledge**

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

### **Place knowledge**

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

### **Human and physical geography**

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

### **Geographical skills and fieldwork**

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

## **Key stage 2**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

### **Locational knowledge**

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

### **Place knowledge**

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

### **Human and physical geography**

- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

### **Geographical skills and fieldwork**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

### **Ensuring continuity and progression in learning**

To ensure continuity and progression for all children, the curriculum is carefully organised from Nursery to Year 6 to ensure that our children's knowledge and understanding of geography develops because there is increasing breadth and scale of study through the curriculum moving progressively from personal experiences to local, regional, national and global perspectives informed by the

guidance of the National Curriculum. The knowledge organisers produced for each geography unit make explicit the sticky knowledge and vocabulary expected for each topic.

### **Impact**

The subject leader will oversee planning and monitor children's work through learning walks, talking with the children about their learning (pupil voice) and looking at children's work in their books to measure the impact of our curriculum.

At the end of each unit, the key knowledge and understanding will be assessed by the class teacher using a short questionnaire of five questions.

Assessment will also be undertaken using the following methods:

- observation of children
- talking with children
- marking written work
- self-assessment
- the evaluation of discussion

The teacher will assess the child as either working towards the expected level, attaining the expected level or exceeding the expected level and report standards across the curriculum to both the subject leader and the parents through an annual report.