

The Kite Primary Federation

Subject Focus

'Together we will flourish and thrive, building on our Christian and local community, for the good of all'.

Subject

Geography

Intent

EYFS Framework/National Curriculum

Throughout the Kite Primary Federation, our aim for Geography is to ensure that our children will leave school with the ability to convey a greater understanding and knowledge of the world while stimulating their natural inquisitiveness and fascination. Our Geography curriculum is progressive throughout the whole school and covers the knowledge and skills stated through from the Early Years Framework 2020 and leading through the National Curriculum standards to KS2. The geographical skills and knowledge acquired will equip the children for the future. Through our high quality teaching we will develop the following skills and knowledge to ensure that children have:

- A secure knowledge of Britain and the wider world
- An extensive geographical knowledge and vocabulary
- The ability to ask and answer geographical questions
- The ability to draw conclusions and explain their findings
- Understanding on how to draw information from a range of resources

Subject

Geography

Implementation

Within the Federation, we deliver a geography curriculum that focuses on developing a sense of place that is underpinned by a core knowledge of facts, locations and vocabulary. Using a 2 year rolling programme, our curriculum is designed to allow children to build on their substantive knowledge and disciplinary knowledge to develop the knowledge, skills and understanding of the key geographical concepts and skills as they progress through the school.

Geographical knowledge is taught explicitly in geography lessons so that children know more, remember more and can do more.

Substantive knowledge is organised into **locational knowledge, place knowledge** and **human and physical geographical knowledge** and **geographical enquiry** to ensure that pupils' knowledge, skills and understanding are built upon through successive years towards clearly identified year group learning outcomes.

We use the mixed age schemes of work from Kapow to support all levels of planning and teaching. This scheme has enabled a strategic sequence of study that builds content and concepts over time, with vocabulary comprehensively structured and thoughtfully sequenced across year groups with progression in knowledge. It ensures that pupils' knowledge, skills and understanding are built upon through successive years towards clearly identified year group learning outcomes.

Wherever possible learning in geography is linked to overall topics to enable children to add new learning to increasingly complex schemata that demonstrate the inter-relatedness of curriculum content. Our geography curriculum respects both the natural and social sciences and the interplay between them.

To ensure our curriculum is taught to develop cumulatively sufficient knowledge by the end of each Key Stage we follow the stages outlined below:

- 1.) **Substantive** knowledge for each subject is mapped from EYFS to Year 6 to ensure our children learn cumulatively sufficient knowledge by the end of each Key Stage.
- 2.) **Disciplinary** knowledge as geographical skills and fieldwork is mapped from EYFS to Year 6 to enable children to apply their knowledge as skills.
- 3.) Explicit teaching of **vocabulary** is central to children's ability to connect new knowledge with prior learning.
- 4.) **Spaced retrieval** practice, through questioning, quizzes and peer-explanations, further consolidates the transfer of information from working memory to long-term memory. Quizzing etc are primarily learning strategies to improve retrieval practice – the bringing of information to mind.
- 5.) The use of **knowledge organisers** keeps essential information together.

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Our Early Years Curriculum is carefully planned and implemented to enable children to achieve the Early Learning Goals (ELGs). Through the *Understanding the World* goal children learn about their immediate environment, recognise places on maps and aerial photos, make their own maps and explore and contrast other places through images, video and stories. ELG objectives with geography content are mapped against Key Stage 1 objectives to ensure teaching is sequential throughout the school, building upon the children's prior learning.

Teachers have a clear understanding of the progress of knowledge referring to past learning and making links with prior knowledge. Our children will access their immediate environment and gather first-hand experience to enhance their learning and develop a deeper understanding of their local area and to be able to make accurate comparisons with contrasting locations. Some of our children do not experience the world outside of their immediate locality. As a staff, we aim to share our own experiences and provide as much knowledge of the outside world as possible through an enquiry-based curriculum.

Picture News is a favourite of the children where each week they are able to see the relevance of current topics from around the world and develop a greater awareness, that there are many countries and places of interest to visit. Children learn to discuss the features of their immediate environment and talk about why processes and changes happen.

In Early Years, we introduce human and physical features that can be found in and around the locality of the schools, exploring maps and their symbols. We compare the human and physical Geography of the United Kingdom with various localities in Africa. During KS1 and throughout KS2, pupils further develop knowledge about their locality, the United Kingdom and the wider World. They develop an understanding of basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation through both physical exploration and virtual fieldwork.

Impact

Within lessons, children can record their learning in a variety of ways, which is recorded within their topic books. Evidence of learning and progress is dependent on the lesson outcome; year group and the skills and knowledge being developed. This could be in the form of: photographs of practical activities, use of world maps and local maps to identify features and areas, use of digital mapping, or evidence of field work. Our teachers use a range of tools to assess the knowledge and skills pupils hold. This includes: assessment for learning, writing quotes of children's responses and the use of independent and group enquiry. We aim for pupils to have developed a good knowledge and understanding of their locality and the world by the time they leave KS2. We want pupils to understand the interaction between physical and human processes, and of the formation and use of landscapes and environments. We aspire for all of our pupils to have acquired the knowledge, concepts and skills outlined in the EYFS Framework and the National Curriculum alongside an enjoyment and confidence about the subject itself.