

Intent

We intend for all children to leave Grangefield with an understanding of the world in which they live, both their local area and the world beyond, and an appreciation of the natural world and how humans impact on it and interact with it. We aim for this to develop all children's cultural capital and for them to be enthused about Geography and the world around them. Children will understand the culture in which they live and develop an understanding of different cultures around the world as they become a **global child**, as per our school driver.

Geography will feed directly into our other school drivers. Children will use the **solid foundations** gained in English and Maths to support their Geography learning. Children's achievements and actions linked to Geography both inside and outside of school will be celebrated (**Good To Be Me**) and a **Growth Mindset** will be promoted within our Geography teaching as mistakes are valued and learned from and children embrace a challenging curriculum.

In Early Years Foundation Stage (EYFS), children are required to have an 'understanding of the world' and we intend for children to start to develop basic geographical knowledge and skills, including locating and describing the physical world and their community.

By the end of Key Stage 1, pupils should be able to:

- 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
- 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
- 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
- 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.

By the end of Key Stage 1, pupils should be able to:

- 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)
- 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
- 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.

Implementation

Our Geography curriculum is based upon the 2014 Primary National Curriculum, which provides a broad framework and outlines the knowledge and skills taught in each Key Stage (see above). Teachers plan lessons for their class using our progression document. This ensures that teachers know what the children will have been taught previously and can build upon this, as well as knowing what the children need to be ready to move onto in the following year group. The document is sequenced in a logical order to develop children's geographical knowledge and skills each year.

Key concepts in the Geography curriculum will be revisited across children's time at Grangefield to develop deeper understanding. The key concepts identified in Geography are:

- **Space** - the location of points, features or regions in absolute and/or relative terms and the relationships, flows and patterns that connect and/or define them.
- **Place** - a construct that is defined in terms of what it is like, what happens there and how and why it is changing.
- **Scale** - the 'zoom lens' that enables us to view places from global to local levels.

Each term at Grangefield the children will have a driving question they are seeking to answer. Over the course of the term they will answer some smaller questions to contribute towards answering the driving question. Geography is taught following a variety of approaches based on the teacher's judgement.

Cross-curricular work is completed where beneficial links are identified.

A variety of teaching approaches are used based on the teacher's judgement. Consideration is given to how to deepen understanding for children where appropriate and how to support children where appropriate, in line with Grangefield's commitment to inclusion.

Opportunities for learning outside the classroom are utilised both within our school grounds and the locality beyond so that children experience the real Geography that is all around them. Geography learning is also contextualised in the real world with real events and news stories referred to so that knowledge and skills can be applied and learning made more engaging and relevant.

Impact

In Geography at Grangefield, progress is measured through a child's ability to know more, remember more and explain more. We can see the outcomes in children's books and through discussions with our children.

We measure the impact of our Geography curriculum through the following methods:

- Questioning in lessons to ensure opportunities for ongoing formative assessment
- Interviewing pupils about their learning (pupil voice)
- Gaining feedback from teaching staff about their Geography teaching (staff voice)
- Low-stakes quizzes to check understanding of geographical vocabulary

Children who feel confident in their geographical knowledge and skills will be excited about geography and curious to learn more about the world immediately around and further afield. Children will see the relevance of what they learn in geography lessons to the real world.

