

The Geography Curriculum

INTENT

At Mark First and Pre-School CE Academy, we want our children to understand the world around them, to be curious and fascinated enough to ask and answer questions about it. We aim to give them secure geographical foundations about people, places and environments, to develop their knowledge about key physical and human processes and to be able to apply the knowledge gained in geography to other curriculum areas.

Our children are encouraged to have a voice and use it confidently to discuss issues about the world, such as looking after our oceans, which promoted the adoption of a school dolphin. Our aim is that we produce individuals who are confident to discuss their views about the world and to be passionate about making changes.



IMPLEMENTATION

Reception

Being a geographer begins as they begin their journey in Reception by 'Understanding the World' and reaching the early learning goal. Children learn about similarities and differences in environments with a focus on the school environment and changing seasons. They draw and create maps and routes and explore routes. They make full use of the outdoor classroom to support their geography learning and use the development matters statements to lay the foundations for future learning.

Key Stage One and Two

The types of knowledge that we want children to acquire, both about the world and skills of being a geographer and how to carry out fieldwork are carefully mapped and sequenced, setting out the key elements that will be learnt in each year group. The knowledge includes learning about specific places, human and physical features and knowledge of locations, focusing on the local area, the UK and the wider world and making comparisons. Children gradually gather knowledge needed to be geographers by asking and answering questions, gathering data and analyzing it. Key geographical language is explicitly taught in each year group, modelled and revisited to support retention.

With the key knowledge as a starting point, learning is grouped into themes, which are cross-curricular and organized over 2 half terms, with geography included in every theme. Some of the learning themes have a large geography focus indicated with titles such as 'Marvellous Maps' in Year 1 and 'Climate in Crisis' in Year 3 because we want to build children's awareness of how geography shapes our world and the challenges and improvements that could be made for future generations.

Individual lessons are planned with clear learning objectives that will support children to gain the intended knowledge, which is recorded in curriculum books and as part of a learning journey display on the wall in classrooms.

We use as many opportunities as possible to learn outside the classroom. We use our outdoor classroom as much as possible to enhance learning. For example, noticing changes in the environment, making observations and using equipment. In addition to this, educational visits often enhance geographical learning. The Year 4 residential always involves exploration of the local environment as geographers and KS2 attend a 'Field to Food' day to embed their understanding of land use and physical features.

Our 'Eco-Warriors' are keen members of our school community, who are voted in by their classes and meet termly to discuss our school environment and how to improve it, giving them a real sense of pride and ownership in looking after it. In the past year, they have made improvements to the outdoor classroom with the addition of a hedgehog house and bird feeders, sourcing a bin to recycle soft plastic and planting flowers in pots and maintaining them around the school grounds.



IMPACT

Geography is assessed against the EYFS statements and National Curriculum objectives for each year group. This might be through questioning during learning time, outcomes in books or conversations with children about their learning.

By the end of their time at Mark, our children will:

- Have knowledge about different places and a curiosity to know more
- Have a growing knowledge of physical and human features and where they can be found
- Have a base of geographical vocabulary and knowledge
- Have undertaken some geography fieldwork to support their learning
- Know that they can use their voice to express their ideas and opinions

The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.

Barack Obama

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