



Wawne Primary School

Intent, Implementation, Impact statement

Geography

Intent

At Wawne Primary, our Geography curriculum has firm foundations that begin with fulfilling the requirements of the National Curriculum for Geography. Our aim is to provide a broad and balanced curriculum, ensuring the progressive development of knowledge and skills for all children.

Early Years Foundation Stage-educational programme

Understanding the world-People, culture and communities/Natural World- We will guide our children to make sense of their physical world and their community. Knowledge, skills and vocabulary will be gained through listening to a selection of stories that will develop knowledge of familiar places and explore new places in the world and through looking at photos, video clips and maps. It will include visits to local places and visits from important members of society.

By the end of reception, our intent is for children to describe features in their immediate environment and recognise some similarities and differences between life in this country and in other countries,

Key Stage 1 & 2

Aims

To develop knowledge about the world, the United Kingdom and their locality and understand and use geographical vocabulary. They will develop their geographical skills by exploring their locality and through games and mapwork activities.

Key stage 1

Locational knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 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

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 in 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

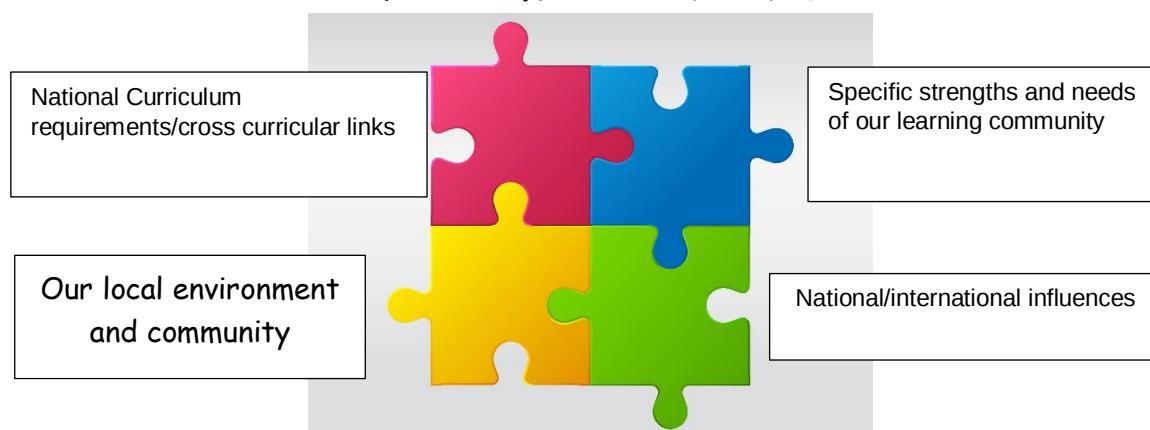
Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-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

This National Curriculum base forms an important part of our geographical journey but other vital aspects influence our choices and learning and these pieces fit together to create a Wawne Primary Geography jigsaw.

It allows us to look at what knowledge and skills our children already possess and then create fun, varied, cross curricular, theme based activities that are progressive, interesting, accessible and challenging to children of all ages, ability, gender and culture.

What makes us-us?



This jigsaw ensures that the things we learn and the way we learn them are unique to our school community so that learning is not only informative, but is active, relevant and meaningful with a 'real world' influence and context. Our knowledge rich curriculum has to be balanced with the opportunity for pupils to develop skills so that they apply what they know in different contexts and environments. Our aim is to inspire children's curiosity and interest to explore the world that we live in and its people.

A focus for our children is to develop their enquiry and questioning skills, provoking discussions and to help children to gain the tools to discover answers through research so that they gain a better understanding of the world and the people who live in it.

We want our children to view their geographical knowledge and skills not in isolation, but to recognise and make links between other curriculum subjects such as Science, History, RE and Computing. We want future teaching and learning to be built on previous experiences so that there are opportunities to practise skills and techniques to deepen and solidify their understanding.

We want our children to know what geographers do, how they work and the positive impact they can have on the world. We want them to observe and appreciate the world around them and see how geography influences community, industry, enterprise and occupation choices.

Our village setting offers unique environmental opportunities which we want to explore and embrace. This begins in EYFS with children having opportunities to visit and participate in activities at a local forest school. This village setting also means that there is an importance for our children to explore life, communities and cultures in the wider worlds that are very different to their own so that they become caring, understanding and tolerant citizens. We want them to realise that their actions, good or bad, can have an impact on their environment and the life of others and that they have a responsibility as a citizen to be informed and make a contribution to conservation and change.

Implementation

To ensure high standards of teaching and learning in Geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught weekly or as a termly block on a two year cycle, focusing not only on knowledge and skills stated in the National Curriculum but also cross curricular links to develop context. Current cohort needs drive all curriculum choices and also local, national and international influences as well as the children's interests to ensure the learning is broad, engaging and balanced. This means teachers use flexibility when selecting themes in order to reflect these interests and current events in the world. New teaching opportunities take into consideration prior learning and retrieval practice activities are used. Knowledge and skills are revisited to allow children to practise and deepen their understanding. Geographical learning begins in EYFS with exploration of the local area and through stories that incorporate familiar settings. Imaginative play allows for vocabulary to be developed and unfamiliar settings to be introduced in a simple way. In Key Stage 1, we extend work on familiar environments and begin to develop knowledge of places in the UK and then beyond. They are encouraged to make comparisons between different environments and the lives of different communities. Children are exposed to a variety of resources such as maps, books, stories, videos, ICT and fieldwork to develop research, enquiry and mapping skills. Children will learn about communities in different parts of the world and explore ways in which they can support these communities through enterprise and saving initiatives.

Cross curriculum links are made with other subjects such as Science, History, R.E and Computing. Staff use this information to complete termly geography grids which highlight progressive knowledge, skills and vocabulary for each year group. These are shared in staff meetings so progression can be checked and staff can have discussions about prior learning and cohort needs before planning. Weekly lesson plans are devised that show content, skills, resources, differentiation and assessment.

Written work, drawings and photos of products are recorded in theme books to show the process followed and products are on display around the school.

At Wawne Primary, we provide a variety of opportunities for geographical learning to take place inside and outside the classroom. Walks in the local area and visits to different environments provide vital hands on experience and embed contextual understanding. Geography work is displayed across the school in classrooms and in shared areas and show the progression of knowledge and skills across age groups. Maps on classroom walls develop place recognition and encourage interaction and displays are being developed to include links to occupations with a geographical focus.

Impact

Children will have a real sense of curiosity to find out about the world and the people who live there. They will know about a variety of places in the UK and around the world and use the correct terminology to describe what they are learning, why they are learning it, how they are learning and what the impact has been. They will use their knowledge to develop well balanced opinions about current geographical issues and realise they can use their skills to become influential, reactive and purposeful citizens who contribute to our world community.

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

- Observation of pupil's work-theme books, display.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Learning walks.
- Pupil interviews
- Theme book scrutinies in staff meetings-check, discuss and compare National curriculum coverage, quality, knowledge and skills progression across the age groups.

- Marking of work/questioning.
- Assessment data from class teacher recorded on Sonar
- Annual reporting of subject standards