

# Geography

'Geography is the subject which holds the key to our future.' - Michael Palin

At The Good Shepherd, we recognise that Geography is about empathy, understanding others and our world.



## Intent - we aim to...



Delivering a high-quality Geography curriculum that allows children to learn about their locality and beyond

Instil in children a strong understanding of place, and develop this understanding beyond Geography lessons

Promote curiosity in children so they want to learn about the world around them and how it works.

Ensure all children engage in fieldwork to enhance their enquiry skills and further their understanding of geographical locations and processes

Develop skills through each key stage which can be transferred beyond Geography lessons

## Implementation - How do we achieve our aims?



### Concept-led curriculum

At The Good Shepherd, we recognise that learning centred around **key concepts** allows for deeper understanding. Our Geography key concepts have been selected by drawing on the EYFS Framework and National Curriculum. By developing a Geography curriculum through key concepts, we allow children to deepen their knowledge of different aspects of Geography.

Key Concepts



Location Knowledge



Place Knowledge



Physical Features



Human Features



Fieldwork



### Development of Key Skills

Learning in Geography is sequenced to ensure progression in knowledge and to ensure the **key skills** are repeated year-on-year. We have identified the following key skills that are developed in all Geography topics:



Locating



Comparing



Investigating



Researching



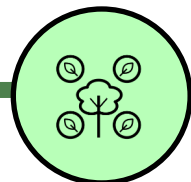
Communicating



### A consistent approach

Our Geography curriculum is bespoke and the planning has been developed by the Geography leader to ensure that these key concepts are taught through our **Core Drivers**. These over-arching umbrellas are closely linked to our **School Values**, and are revisited each year. **Creation** relates to physical Geography and fieldwork, **Compassion** to human Geography and **Community** to locational and place knowledge.

Core drivers



Creation



Community



Compassion



### Strong foundations

In EYFS, as part of the **Understanding the World** strand, children learn about the world around them. Knowledge and skills are delivered through key experiences and topics. Children explore simple maps and gain an understanding of where they are in the world. In addition, they learn about seasons, animals from around the world and how our environment can be affected by humans.



### Recording work

In Nursery, the children's learning is recorded in their own learning journeys. In Reception, children have topic books, whilst in KS1 and KS2, children have individual Geography and History books, with each topic being identifiable by that subject's Knowledge Organiser.



# Implementation [continued]

## Fieldwork

Fieldwork is a fundamental part of learning about Geography. Children across the school engage in fieldwork activities that are age-appropriate and relevant to topics. Children explore our local environment and compare it with other areas. In Year 5, a residential trip to Hathersage provides many fieldwork opportunities.



## Enquiry-led Learning

All topics begin with a **key question**, and the learning in the lessons allows children to formulate their answers to it. Each lesson will provide an opportunity for the children to reflect on their learning and refer to the key question. This enquiry approach allows for discussion, provides **oracy opportunities** and gives children a clear focus in lessons. Responses to these key questions form part of the assessment process.



## Reading in Geography

Reading in Geography takes different forms. Children will read non-fiction and digital texts to research or further their knowledge. In addition, picture books are explored where appropriate. Classroom displays incorporate books relevant to Geography topics and children can explore these at their leisure or during Reading for Pleasure time.



## Vocabulary development

Understanding technical vocabulary is central to learning in Geography. Vocabulary is explored in lessons and displayed for children and staff to refer to. Key vocabulary also forms part of our Knowledge Organisers and children can easily revisit vocabulary during lessons using these to ensure definitions are remembered.



## Risk Assessment

Prior to undertaking fieldwork, staff carry out risk assessments to ensure learning is safe and inclusive. These risk assessments are shared with the children so they understand how to explore the environment in a careful and responsible way.



## Cross-curricular links

Across the school, the topics studied in History and Geography become umbrella topics which are strongly supported by work in English, Art and D&T. Learning in Geography can also be applied in History, with children learning about particular places prior to learning the History of them. In addition, children are encouraged to make links with Science when they learn about geographical processes such as the water cycle or the greenhouse effect.



## Use of maps, globes and atlases

The use of maps, atlases and globes is integral to Geography lessons. Children across the school explore atlases that are age-appropriate, and globes are also used to help develop understanding of place awareness in 3D form. Children are exposed to a wide variety of maps including world maps, maps of particular continents or countries, digital maps and OS



## Geography displays

In each classroom there is space to display Geography or History, depending on the focus. Displays include a world map, which is referred to in lessons to aid understanding of place knowledge. In addition, the world map can be referred to outside of Geography lessons, as teachers can indicate on the maps where their learning is centred in other subjects. For example, where a story is set in English or where a world religion originates from in R.E



## Impact—how will we know we achieved our aims?



Children at The Good Shepherd learn about and can talk confidently about a wide range of places and geographical processes



Children can use maps and atlases to locate places, including their place in the world.



Children ask questions and seek to answer them through their learning in the classroom and beyond.



All children engage in fieldwork throughout the key stages and use their findings to further their understanding of concepts taught.



Children can undertake research, compare places and carry out investigations through fieldwork, communicating their learning confidently.