

INTENT



At Moorlands Primary School, we have designed our Geography curriculum with the intent that all children, regardless of background, will have a curiosity and interest to explore the world and its people. Our children will develop a 'knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes'.

To develop the appropriate subject specific knowledge, skills and understanding set out in the National Curriculum, we have built our Geography curriculum upon principles from Chris Quigley's Essentials Curriculum. As pupils progress through the school, their growing knowledge about the world will support their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Geography is naturally an investigative subject. We deliver a geography curriculum, which develops:

- contextual knowledge of the location of globally significant places
- understanding of key physical and human processes, how these rely on each other and how they make changes over time.
- fieldwork skills to deepen understanding
- interpretation of a range of different maps for different purposes
- collection and analysis of data.

Implementation

Our geography curriculum is mapped across the school and progressively built on from EYFS through to the end of KS2.

In Early Years, the children begin their journey into Geography by learning about their immediate environment through observations, discussions, stories, texts and maps. They identify, in simple terms, similarities and differences between life in this county and some others.

The KS1 and KS2 curriculum has been split into seven geographical knowledge categories. These are:

- **Location** – countries, capital cities, continents, oceans and rivers.
- **Physical Features** – naturally occurring landforms (mountains, rivers etc)
- **Human Features** – made by or altered by humans (settlements, transport etc)
- **Diversity** - how physical, human and cultural elements are different from each other.
- **Physical Processes** – how physical features are formed (earthquakes, volcanoes, water cycle etc)
- **Human Processes** – ways that humans influence and are influenced by the physical features (trade, migration, pollution etc)
- **Techniques** – ways to find out and communicate geographical information

These knowledge categories are repeated throughout the journey from year 1 to year 6 and the knowledge learned is built upon. At least a term each year is dedicated to geography and developing the skills of being a geographer. Some units will be linked with History, where appropriate, to develop children's knowledge and understanding (For example, Volcanoes and Pompeii in Year 3).

Teachers have identified the key knowledge for each unit which is clearly displayed on the knowledge organisers and tasks are selected and designed based on basic, advancing and deep understanding. Existing knowledge is checked at the beginning of each unit with a mind map (either whole class or individual). This ensures that teaching is informed by the children's starting points. Throughout journeys, key knowledge is checked through retrieval practice skills. These techniques are used to ensure that children are knowing more and remembering more. At the end of each unit, the children complete a double page spread linked to the knowledge category focus to show their understanding.

Teachers are encouraged to consider the use of the school grounds and the local area for fieldwork opportunities. This enables children to base learning on first hand experiences and enhances teaching and learning in Geography. We also support learning with trips to inspire our children and widen their cultural capital (River walk in year 4, visiting a deciduous forest in year 5)

Impact

When children leave Moorlands in Year 6, they will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it. The impact of our Geography curriculum is measured in a variety of ways.

- Questioning during lesson time
- Marking children's written work
- Listening to child-led discussions
- Pupil interviews across the school
- Book looks
- Double Page Spreads.