



Geography Curriculum Design

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INTENT

The aim of Geography teaching at Windale is to provide children with a relevant, coherent and progressive knowledge of the world and the ability to find their place in it. This is explored through the following key geographical concepts:

- **Location and Place** – Where is this place? What are the human and physical characteristics of this place? What is the interaction between people and place?
- **Geographical Scale** – The location is seen at a local to global scale. What are the similarities and differences at the different scales – local, regional, national, global.
- **Making Connections** – What are the connections between the human and physical worlds? Do any patterns exist? How does one event affect another?

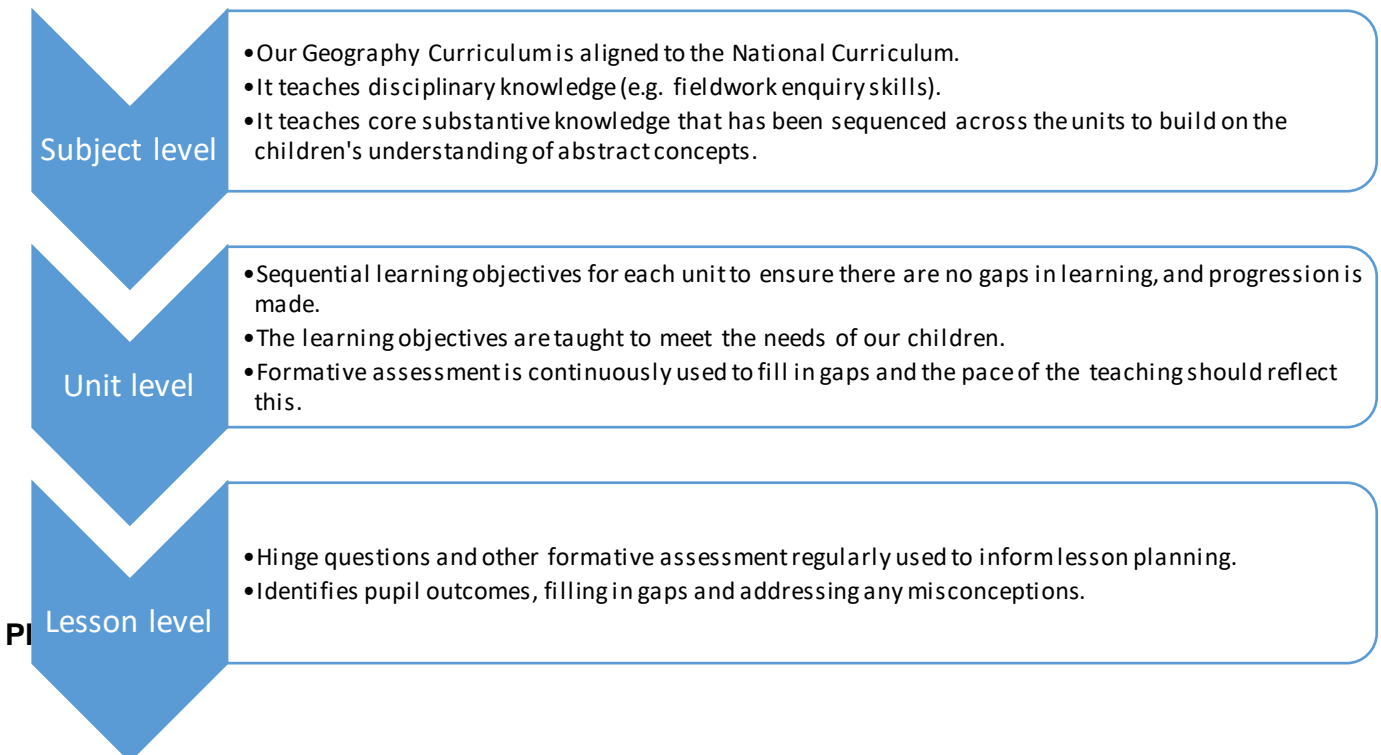
These geographical concepts are revisited in every unit, providing the children with consistency when gaining new knowledge in their wider geographical understanding. These vertical concepts are the big ideas that we want our children to understand; they need to be revisited and built upon from EYFS through to Year 6.

At Windale, the children have the opportunity to develop geographical concepts and to consider the world in the same way as geographers.

Alongside the teaching of the big ideas (substantive knowledge), is the teaching of disciplinary knowledge – the ability to approach challenging, geographically valid questions:

- Geographical skills e.g. mapwork.
- Fieldwork enquiry.
- Identifying patterns and links e.g. analysing data.
- Using examples and key vocabulary.

IMPLEMENTATION



As a school, we follow the United Learning Geography curriculum, ensuring close links to the National Curriculum. There are opportunities for children of all abilities to develop their geographical skills and knowledge in each unit and we have built planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

Our curriculum map outlines the Geography units studied in each term during each key stage.

In **Early Years Foundation Stage** the children, as part of Understanding the World area of learning, have opportunities to look at similarities, differences, patterns and change in relation to places, and to talk about their own immediate environment and how different environments might vary from each other. Under the new EYFS framework the headings People, Culture and Communities and The Natural World – children are guided to make sense of their physical world and their community.

In **Key Stage One**, the starting focus is on a local level, where the children learn about the human and physical interactions that occur where they live, and move onto a regional level by comparing those to other locations in the UK. Towards the end of Year 1 and into Year 2, the children start to explore more challenging geographical concepts and are introduced to core skills such as fieldwork enquiry, map work, identifying patterns and links and using key vocabulary.

By **Key Stage Two**, the children have a good grounding in these key geographical concepts and skills which are built on in preparation for Key Stage Three.

Teaching:

At our school, Geography is taught weekly every other half term to ensure that recall and retrieval opportunities happen often, so that our children know and remember more. The teaching and learning is based on the following principles:

Substantive knowledge develops geographical concepts and provides children with the opportunity to consider the world in the same way as geographers. These key concepts are revisited in every unit and Substantive knowledge is aligned to the National Curriculum and prepares children for KS3.

Disciplinary knowledge is taught alongside substantive knowledge and is revisited and developed across KS1 and KS2. Using and interpreting evidence is embedded in all units, with a focus on Map work in all units.

By Year 6, we want our children to be geographers and be fully prepared for KS3. From the Early Years, we place an emphasis on primary sources and developing geographical skills – map work (globes, atlases, maps), working with aerial photographs, Google Earth and site maps, creating field sketches, using a compass and constructing data analysis for presentations. We want our children to identify patterns and links, use relevant examples and key vocabulary and, where possible, conduct fieldwork enquiries.

Assessment:

Teachers are very aware of whether their children are on track to know and remember more within Geography through weekly recall and retrieval activities.

End-point knowledge is assessed at the end of each unit through the use of POP quizzes (Proof of Progress Quizzes), but weekly reviews and use of knowledge nuggets are used to assess learning. This enables teachers to determine whether a child has or is on-track to retain the substantive knowledge for each Geography unit.

Regular pupil conferences, book looks and learning walks are carried out by senior and subject leaders to identify if children are retaining the expected knowledge.

Monitoring and review:

Monitoring of the standards of children's work and of the quality of teaching in Geography is the responsibility of the Geography subject leader and the school's Senior Leadership Team.

The work of the Geography subject leader also involves: supporting colleagues in the teaching of Geography, being informed about current developments in the subject, providing a strategic lead and direction for the subject in the school and leading relevant CPD.

IMPACT

Through the teaching of the Geography curriculum, children at our school are able to:

- *have relevant and coherent knowledge of the world*
- *find their place in the world through exploring key geographical concepts*
- *have a sense of location and place on a local, regional, national and international scale*
- *make connections between the human and physical worlds*
- *identify patterns in human and physical interactions*
- *recognise the impact of a world event and how it affects another*
- *approach and answer challenging, geographical questions.*