

At UVA, we believe that geography is essential in supporting children's understanding of their sense place in the natural and human world.



Intent—we aim to:



Develop an enquiry-based approach by planning our learning around answering our 'big question'.

Provide children with a broad knowledge and understanding of people and places throughout the world.

Develop children's fieldwork and map skills through immersing them in opportunities to develop these geographical skills.

Help children to recognise how people and places are connected to one another and recognise similarities and differences.

Develop children's knowledge and understanding of sustainability and how they can help.

Foster a love of learning for geography



Implementation—How do we achieve our aims?

We teach geography through termly enquiries, in which our children are aiming to answer a big geographical question, for example 'Where in the world are we?' or 'How does our world rage?'. Geography is also interwoven throughout our historical enquiries to ensure geographical skills and knowledge are taught and built upon throughout the year. Children are immersed in geography through further opportunities beyond the classroom, such as Big School's Bird Watch, Eco-council, Forest schools, making an impact on our school's environment (bird feeders, planting etc), and environmental discussions during council crew.

Our curriculum

Our geography curriculum starts with the viewpoint and mind-set of our youngest children, who view the world from their experience and their own location and its immediate surroundings. As our children grow up, the curriculum will invite them to explore the world further, whilst maintaining focus on their local and national landscapes. Contexts have been organised to allow pupils year on year to learn about locational knowledge at a local and national scale as well places at a distance. This will enable children to focus their lenses in and out as geographers. They will learn about the locations that are in their region and country, which will assist in their broader understanding of their world as they make the connections between people and places.



Knowledge

The knowledge that children learn has been carefully considered in our shared trust curriculum. As a geography team 'learner narratives' have been created for each area of geography to enable all teachers to know what we want children to be able to know and talk about after they finish each enquiry. Contexts in geography have been aligned to other curriculum areas, such as history and science as these too have been deliberately constructed, for example, when children have an opportunity to study Romans, they will have already learnt the geography of the Europe and Mediterranean region.

Concepts

Our key concepts are; space, place, scale, environment (human and physical), environmental impact and sustainability, interconnection and cultural awareness and diversity. These are shared with the children and their understanding of each concept is built on throughout their time at school. Interconnection threads through all geography contexts as all concepts are linked. Environmental impact and sustainability and Cultural awareness and diversity feature at the end of KS1 and in UKS2 and through contrasting studies in years 3 and 4. These important concepts help children to understand the impact that humans have on the world around them. These concepts are also discussed within wider opportunities across the school, through assemblies, council crew and whole school initiatives.



Fieldwork Skills

All children work towards developing the following fieldwork skills; map work, asking questions, collecting data, presenting data and concluding. The detail in which they do this progresses throughout the school. Children are exposed to a range of sources to help develop these skills such as maps, atlases, aerial photos and digital maps. Our local area is also fully utilised to provide opportunities for fieldwork and for children to strengthen their understanding of their own locality. The children record in their books when they have completed a fieldwork skill so they can talk about when they have used them.



Implementation (continued)

Vocabulary

Vocabulary is carefully planned from EYFS to Year 6 and are clear on our geography curriculum document. Words are displayed in the classroom which link their current enquiry and are drawn upon and explored throughout the lessons to support children's understanding of each area of geography.



Clearly structured lessons

As a school we have tried to stick to a consistent approach to certain parts of our geography lessons. We begin with retrieval practice called 'Last Lesson's Learning' to recap on prior learning. Then when the lesson's objective has been discussed, children will also discuss which geographical skills they will need and which concept will be covered. At the end of the lesson, children reflect on their skills they have used and notes these on their skills tick sheets.



Assessment

On the title page for each geography enquiry are 3 or 4 key assessment questions that we think children need to be able to answer to show that they have understood the geographical content. These questions are threaded through each enquiry and asked after some time has passed to see what has been stored in children's long term memory and how well they have understood it by explaining it to others.



Trips and visitors

Trips and visitors bring the geography curriculum alive. They are able to see different aspects of their curriculum with their own eyes and offer a chance to put their fieldwork skills into real life contexts. In KS1 they explore lots of their local environment, looking at physical and human features and comparison to other places. In UKS2, a trip to a local reiver enables a high quality river study. Visitors such as the RNLI are able to offer expert advice on local issues as we are a coastal town.



Wider opportunities

Children are supported to develop their knowledge of their world and supported in an interest in current geographical issues through a range of wider opportunities available. During LKS2, every child has the opportunity to take part in a series of forest school sessions, This allows them to learn outside and offers new and inspiring experiences for them. In UKS2, children are invited to join our 'eco warriors' club which support the rest of the school with looking after the environment. They also attend eco-conferences with other schools within our trust. We also take part in valuable experiences such as 'Big School Bid Watch, and making bird feeders for our school.



Geographical discussions

Each week, children attend a council-crew session which are smaller assemblies with mixed ages ran by year 6 council crew leaders. There is a different discussion focus each week but environmental issues come up regularly and it provides a chance for all children to discuss current issues and have their voice heard in how to solve them.



CPD

CPD is offered to leaders through the geography network meetings within our trust. Allowing for improvements to be made to the geography curriculum and share good practice. CPD for all staff in school is provided through INSETs and staff meetings and allows for regular reminders to be given. Needs for staff CPD are identified through pupil and staff voice, book looks and monitoring.



Impact—How will we know we achieved our aims?



Pupils have developed a love of geography and a curiosity about the world around them.

Children can confidently use vocabulary and discuss and explain their geographical knowledge to others.

Children are confident with using a range of fieldwork skills to help answer big questions.

Children can explain how different areas of geography link together and compare and contrast localities.

Children can discuss environmental issues confidently and how they can help.

Pupils' can recognise and appreciate the diversity of their world around them.

READING FOR PRACTISE READING FOR PLEASURE READING FOR MEANING