

Our Geography curriculum aims to create excitement, compassion and deep thinking about the world we live in.

We want to inspire pupils to be global citizens by first exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet.

## Big Ideas



- LOCATION—Maps, atlases and digital tools to locate.
- PLACE—Describing locations with detailed language. E.g. population, climate, economy.
- HUMAN & PHYSICAL GEOGRAPHY
- GEOGRAPHICAL SKILLS AND

## Content and sequencing



EYFS—A) Children learn about similarities and differences between the world around them.

Drawing on their own experiences.

B) Draw information from simple maps, care for the environment and living things and use positional language.

KEY STAGE 1— Locating the 7 continents, 5 oceans and the countries that make up the UK. They compare contrasting countries to their local area and use field study skills in their local environment.

KEY STAGE 2— Children consolidate their understanding of the difference between physical and human geography. They make comparisons between different locations using increasingly complex geographical language. Read and interpret maps and record and present data in a variety of forms.

## Links with English and Maths



- Lessons are led by teachers with learning focused activity.
- High quality texts are used and well written answers modelled.
- Directional language and coordinates.
- Time zones link to positive and negative numbers.
- Statistics and data analysis including graphs.

## Retrieval Practice



- Knowledge organisers include key vocabulary.
- Plickers quizzes to baseline understanding and assess progression at the end of a unit.
- Cross year group links to refer and build on prior learning.
- Floor books with pupil voice.

## Progress



- Learning is carefully sequenced so prior knowledge and concepts are built upon; working with our structure of mixed aged classes.
- Plickers quizzes to baseline and show progression at the end of a unit.
- Learning outcomes in books and floor book.

## Support (including SEN)



Every pupil has access to the National Curriculum Programme of Study.

One-to-one and small group support.

Revision of key vocabulary, if needed.

A variety of teaching styles to be used to ensure engagement of all learners, for example, practical tasks, written tasks and drama.

Challenge—Independent research projects.