

Subject Area: Geography

Subject Leader: Mrs Naomi Gould

What is the aim of your curriculum?

The intent

The aim of our Geography curriculum at Barley and Barkway Federation is to inspire in the children a curiosity and fascination about the world and people within it. Our curriculum helps to provoke and provide answers to questions about the natural and human aspects of the world. We intend for all children to develop a greater understanding and knowledge of the world, as well as their place in it. We want our children to enjoy their Geography learning and to build up key geographical knowledge year on year.

The curriculum is designed to ensure that teaching equips children with knowledge about diverse places, people, resources and natural and human environments, together with an understanding of the Earth's key physical and human processes.

As children progress through the school, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

We aim that our curriculum encourages exploration of children's own environment and challenges children to make connections between their local surroundings and that of contrasting settlements.

We also aim to use the local area where possible to help develop children's geographical skills and knowledge.

We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and beyond.

The implementation

Teaching of Geography and History are alternated each half term.

During the Geography units, Geography lessons are delivered once a week every week with a clear geographical focus.

We use a range of resources for our Geography lessons, both ready-made and prepared by the teachers themselves; with the National Curriculum for Geography being our first point of reference when planning out our units.

Teachers in KS1 have made great use of personal contacts to help them establish a link with children at a school in Kenya. This helped bring the contrasting environments aspects of learning to life for the children and gave them greatly valuable first-hand experiences.

We have developed a progression of skills with each year group, which enables pupils to build on and develop their skills each year:

We plan for effective use of the local area for fieldwork activities to find out about the local environment but also to support important geographical skills such as mapping. We aim to make use of local Geography resources such as a local farm to help support learning on land uses and human processes.

The curriculum helps to build up key geographical knowledge year on year and develop geographical skills such as using maps, globes, aerial photographs and digital maps to name and identify countries, continents and oceans.

In EYFS and early KS1 the focus is on understanding our immediate geography, starting with the location of the school, and using the local area to follow maps before moving on to learning the countries and capitals of the UK.

In upper KS1 the children build on this knowledge to include learning the continents and oceans and then work on comparing physical and human features in contrasting cities such as London and Nairobi.

In KS2 children build on their locational knowledge and developing geographical skills and finally move on to debating world issues such as economic activity, consumption and sustainability.

To support children in their ability to know more and remember more, there are regular opportunities to review the learning that has taken place in previous topics as well as previous lessons. At the start of each topic children will review previous learning and will have the opportunity to share what they already know about a current topic.

Children are given a Knowledge Organiser at the start of each topic which details some key information, dates and vocabulary and can be used as a reference document for self-assessment at the end of a unit.

Teachers and Teaching Assistants will help put together educational, immersive displays that answer key questions help to create a rich learning environment for each Geography focus.

Our Foundation subjects Assessment Tracker allows us to use data to inform future practice.

The impact

The impact of this curriculum design will lead to good progress over time across key stages relative to a child's individual starting point and their progression of skills. Children will therefore be expected to leave Barley and Barkway Federation reaching at least age-related expectations for Geography. The impact of the curriculum will ensure that children at Barley and Barkway Federation are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum of upper Key Stage 2 and beyond.

We want the children to have thoroughly enjoyed learning about geography and to instil in them a real sense of curiosity to find out about the world and the people who live there as well as beginning to develop their understanding about current and contemporary issues in society and the environment.

What are your subject's strengths/areas to development –

Strengths:

- Children are enjoying the geography curriculum.
- Children in KS1 have really enjoyed linking together with children in a small village in Kenya and finding out first-hand about the differences between our homes/ schools/ local environment and human processes such as many of the children in the Kenyan village having goats and chickens.
- Parents can discuss geography learning with their children at home and are given ideas to support their learning through the weekly class newsletters.
- Children are confident and proud to share their learning with their peers.
- Use of worksheets is lower than in previous years.
- There is evidence of differentiation in workbooks.
- Children and teachers will be able to see at first hand land uses in their local area; through activities such as visits to local farms.

Areas to Develop:

- Support teachers to ensure children's knowledge is building year on year through ideas such as 'sticky questions' and interactive quizzes to check the knowledge is sticking.
- Look at further opportunities for local fieldwork and monitor the impact of this on the children's knowledge and understanding.
- Look for opportunities of educational visitors/ workshops to enhance the learning.
- Future staff meeting to include sessions of effective Geography CPD and standardisation opportunities for teaching staff to ensure high levels of confidence and knowledge are maintained.

How your subject is monitored

We monitor this subject through termly lesson observations, book looks and pupil voice.

How is your subject taught in EYFS

In EYFS, children begin to develop their geographical knowledge by exploring features of our school and local village. Maps and atlases are used to investigate different places as we begin to compare different environments. The early learning goals at EYFS aim to help children make sense of their physical world and their community by exploring, observing, and finding out about people, places, technology, and the environment. Throughout the year, children observe and discuss the weather and seasonal changes and also learn about the different jobs which people do in our community.

How are SEND and PP children supported in your subject

We ensure that all children are always encouraged to do the best they can, and we understand that this may look different for every child. Teachers take SEND, PP and EAL children into account when planning their lessons and will:

Differentiate the work where possible

Allow children to demonstrate their knowledge and understanding of a subject in mediums other than writing such as verbal responses, drawing and drama.

Stop at regular intervals in the lesson to check the children's understanding and address any misconceptions.

Know that they may need to deliver the information more than once to SEND, PP and EAL children to help support their understanding.

Give the children clear success criteria to achieve the learning objective with different elements of independence. Teachers understand the benefits of working in focus groups with these children as well as mixed ability groupings and peer support.

Provide children with visual aids such as widgeit symbol picture mats to help them with their understanding and retrieval of key topic words.