



Geography at Littledean C of E Primary School

INTENT	<p>Our Geography curriculum is designed to develop children’s curiosity and fascination about the world and its people that will remain with them for the rest of their lives.</p> <p>Children will investigate a range of places – both in Britain and the wider world – to help develop their knowledge and understanding of the Earth’s physical and human processes. We are committed to providing children with opportunities to investigate and make enquiries about their local area of The Forest of Dean and Gloucestershire so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special.</p> <p>Our Geography curriculum encourages:</p> <ul style="list-style-type: none"> • A strong focus on developing both geographical skills and knowledge • Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence. • The development of fieldwork across each year group. • A deep interest and knowledge of children’s locality and how it differs from other areas of the world. • A growing understanding of geographical terms and vocabulary.
IMPLEMENTATION	<p>Planning</p> <ul style="list-style-type: none"> • Long Term: National Curriculum and Development Matters (EYFS). We have a 2 year rolling programme of topics, with links made between other subject areas where appropriate and meaningful. • Medium Term: Teachers plan units of work based on an initial stimulus question. This question is used at the start of a unit to elicit children’s prior knowledge and understanding and again at the end of the unit in order to ascertain the learning that has taken place. In our whole school geography overview document there is a thorough breakdown of the progression of geographical skills and knowledge for each class. <p>Teaching and Learning</p> <ul style="list-style-type: none"> • There is a clear progression of knowledge and skills across the four strands of: <ul style="list-style-type: none"> ○ Locational knowledge ○ Place knowledge ○ Human and physical geography ○ Geographical skills and fieldwork

	<ul style="list-style-type: none"> • Our geography scheme is based on a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing children to revise and build on their prior learning. • Each unit of work begins with an enquiry question. In attempting to answer these questions, children learn how to collect, interpret and present data using geographical methodologies and make informed decisions by applying their geographical knowledge. • Each unit of work contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible, using the model: question, observe, measure, record and present, to reflect the elements covered in the National Curriculum. • Fieldwork includes smaller opportunities on the school grounds to larger-scale visits to investigate human and physical features. Developing fieldwork skills within the school environment and revisiting them in multiple units enables children to consolidate their understanding of various methods. This makes fieldwork regular and accessible while giving children a through understanding of their locality, providing a solid foundation when comparing it with other places. • Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer-based and collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. • Where appropriate we use geographical sources, visitors, workshops and visits to excite and intrigue our children. <p>Assessment</p> <ul style="list-style-type: none"> • An enquiry based approach to learning will allow teachers to assess children against the National Curriculum expectations for Geography, through the use of formative and summative assessments. • Enquiry question, asked at the start and end of the unit of work. • Ongoing formative assessment during lessons (based on discussions and engagement), along with assessment of tasks completed in class. • End of unit assessment where children will be assessed as either developing, expected or exceeding in relation to the learning objectives covered within the unit of work. • Use of topic related quizzes to check knowledge and understanding.
IMPACT	<p>The expected impact of our geography curriculum is that children will be able to:</p> <ul style="list-style-type: none"> ✓ Compare and contrast human and physical features to describe and understand similarities and differences between various places in eth UK, Europe and the Americas. ✓ Name, locate and understand where and why the physical elements of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters and the water cycle. ✓ Understand how humans use the land for economic and trading purposes, including how the distribution of natural resources has shaped this.

	<ul style="list-style-type: none">✓ Develop and appreciation for how humans are impacted by and have evolved around the physical geography surrounding them and how humans have had an impact on the environment, both positive and negative.✓ Develop a sense of location and place around the UK and some areas of the wider world using the eight-points of a compass, four and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping.✓ Identify and understand how various elements of our globe create positioning, including latitude, longitude, the hemispheres, the tropics and how time zones work, including night and day.✓ Present and answer their own geographical enquiries using planned and specifically chosen methodologies, collected data and digital technologies.✓ Meet the end of key stage expectations outlined in the National Curriculum for Geography.
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