

Geography

Kneesall C of E Primary School



Why do children at Kneesall study Geography?

We want all our pupils to understand the world, its environments, and places near and far, and the processes that create and affect them. We encourage a holistic appreciation of how the world works and of the interconnections between concepts such as scale, community, cultural diversity, interdependence, and sustainability. Geography is a subject that contextualises and extends the possibilities for developing and applying language and mathematics, and enriches understanding of, and in, subjects from science and history to art and design.

We want to inspire pupils to be curious and fascinated about the world and its people, that will remain with them for the rest of their lives. We will equip pupils with knowledge about diverse places, people, resources, and environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

What are the aims for the geography curriculum?

We believe that high-quality, hands-on geography lessons will inspire children to think innovatively and develop their natural curiosity. Our geography curriculum encourages children to develop a coherent knowledge and understanding of their own locality, Britain, and the wider world.

Pupils should be clear what the intended outcomes are and have a means to measure their own work against this. In geography, children are expected to be reflective about their thinking. This should be made meaningful and as real as possible throughout the process, with evidence of age-related verbal and written reflection.

Geography at Kneesall is developed to equip pupils to think critically, weigh evidence, sift arguments, and develop perspective and judgment. The pupils will gain knowledge of where they live, Britain, and our place in the world.

How are British Values taught through geography?

The geography curriculum delivers British values through having a sense of enjoyment and fascination in learning about our world.

Democracy- All children have opportunities to express themselves and make decisions.

Mutual Respect and Tolerance- children are taught to show respect for each other's beliefs, feelings and opinions when expressing themselves about different geographical parts of the world and societies within them.

Individual Liberty- is taught and encouraged by teaching students about the environment and how they can make a difference in protecting our world. Through completing field work students can see the effect that humans are having on our planet and can be empowered to make change.

Rule of Law- Undertake safe practices, following class rules during projects and activities for the benefit of all; consequences.

Geography Implementation

Geography alternates with history half termly. Pupils are given a chance to explore a wide range of sources from which geography may come alive. This will include a range of out of school visits, workshops, visitors, and artifacts. A two-year cycle is planned to provide a wide coverage. Teachers plan geography carefully using the objectives from the national curriculum that form our medium-term plans. Teachers can see what skills and knowledge have been taught previously. From this they can outline the knowledge and skills (including vocabulary) that children should master. They will create a way for geography to be displayed or shared to celebrate the pupil's work. Where possible, links are made to other curriculum subjects as a way to immerse the children in their learning. Teachers use a range of sources to plan activities and learning that is progressive within each year group.

Monitoring, Progression and Assessment

Our geography curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through a reflection on standards achieved against the planned outcomes; a celebration of learning for each term which demonstrates progression across the school; Teachers recap on previous learning through questions at the beginning of a new unit of work; New learning is continually revisited by the teachers to embed. Assessments are made at the end of each term to determine at what level of understanding each child is working towards. This will include retrieval of key knowledge-based facts alongside discussion with the child about the work they have produced.