

## GEOGRAPHY



GREAT FINBOROUGH  
CHURCH PRIMARY

### **Our Intent Statement:**

At Great Finborough Church Primary School, our aim is to ensure our pupils receive a high-quality geography education that will inspire in them, a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. It is our intent to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

We want our pupils to progress with a growing knowledge about the world which should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Through an enquiry and investigative approach including geographical knowledge and understanding, and skills, we aim to provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Our local and regional residential and fieldwork experiences will provide the children the opportunities to visit and explore the three countries of Great Britain, and utilise and apply the skills they have learnt, as well developing an understanding of care and conservation for the area.

### **Our Implementation Statement:**

Geography at Great Finborough Church Primary is planned and delivered through a developmental and skills based curriculum, enriched with a variety of opportunities and experiences. It is delivered over a three-year cycle for both Lower and Upper school children; Cycle A, Cycle B and Cycle C. The curriculum is progressive and builds lesson by lesson throughout the academic year on skills and opportunities.

The geography curriculum has three main aims:

- To develop contextual knowledge of the location of globally significant places - both terrestrial and marine, including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- To ensure that all pupils are competent in the geographical skills needed to:
  - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
  - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
  - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Our children participate in regular geography lessons delivered by their class teacher so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and these are mapped across the school, ensuring that knowledge builds progressively and that children develop skills systematically. Existing knowledge is checked at the beginning of each topic, as part of the KWL strategy (What I Know, What I Would like to Know and What I have Learned). This ensures that teaching is informed by the children's starting points and incorporating the children's interests. Tasks are selected and designed to provide appropriate challenges to all learners, in line with the school's commitment to inclusion. At the end of each topic, key knowledge is reviewed by the children and rigorously checked by the teacher and consolidated as necessary. The children will be assessed using the Geography Skills Progression Document in which the teacher will use two colours to highlight which areas within each topic the children have been introduced to and have participated in, and what areas they now have a sound knowledge of.

#### Recording of Pupils' Work:

The children in Year 1, 2 and 3 are provided with a red and black Geography Topic book. For children in Year 4, 5 and 6, they are provided with a green A4, lined exercise book. Throughout all year groups, the children will be given a Learning Objective sticker for each lesson which also outlines the specific Success Criteria to be achieved. All Learning Objectives and accompanying Success Criteria will match the Geography Skills Progression Document.

Cross curricular outcomes in geography are specifically planned for and these are indicated on the whole school Geography Knowledge and Skills Progression Map. For example, with links to KS1 Design Technology, the children will be able to recognise a range of housing types while identifying and discussing the materials each house is made from, and locate them on a map. With other links to Year 1 Computing, the children will understand the functionality of basic directions to successfully guide a computer sprite around a maze.

The geography provision is also well resourced and specific resources are mapped to specific year groups and topics to support effective teaching and learning. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

#### The structure and delivery of lessons

We initially share with the children the aspect and focus of Geography we are going to learn about. Where appropriate, we begin to encourage the children to make links between the aspect and focus being studied and their previous learning and lessons, and to consider the skills, knowledge and understanding that they have developed in earlier studies and in their own personal life experiences.

Once the lesson's Learning Objective and Success Criteria have been shared with the children, and the main lesson content has been introduced, discussed and modelled by the class teacher, the children are then provided with time to research, explore and investigate further with support where necessary. This might sometimes involve local research and exploration outside school to develop skills such as mapping, using a compass, and data collection. The children will also have opportunities to present their work in a variety of ways, such as PowerPoint presentations.

Throughout each Geography Unit, the use of secondary sources and online resources are also

regularly incorporated. We ensure that links to other subjects across the National Curriculum are also evident to enable the children to experience and access an even wider range of learning.

#### How do we monitor the childrens' progress?

The Geography Lead, the Senior Leadership Team and the Curriculum Governors will monitor the childrens' progress in a variety of ways, such as:

- Pupil voice opportunities
- Geography Topic book scrutinies
- Lesson observations that demonstrate and show clear links to the Geography Curriculum

Additionally, as part of our enrichment and development opportunities available to the children throughout each academic year, we plan and organise experiences for them to visit and explore significant areas of Great Britain through our Residential Programme. This also enables the children to continue building an understanding of why it's important to care for our local and regional areas.

Although we use a range of successful and familiar Schemes of Work to inform and complement our geography curriculum, we have decided not to purchase and implement a published Scheme but instead, have developed our own bespoke units that meet the requirements of the National Curriculum, and the resources and opportunities catered to these units are only available to us.

#### **Our Impact Statement:**

By the time our children leave Great Finborough Church Primary School, they will have developed and applied their geographical knowledge and skills to help them explore, navigate and understand the world around them, and their place in it. As they move through the school, the children's knowledge and skills will develop progressively, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent and confident geographers in secondary education.

Additionally, they will have:

- Extended their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America, including the location and characteristics of a range of the world's most significant human and physical features.
- Developed their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
- Visited and explored a number of local and regional significant locations in Great Britain with the objective of enhancing and further developing the skills they have learnt throughout the year. Importantly, these experiences also provide opportunities for the children to continue developing their personal and social relationships (R.S.E, P.S.H.E and Wellbeing) with their peers and others.
- Developed the ability to self-evaluate their own work, and to discuss their next steps in order to continue developing their learning.

Wider Opportunities:

The children will have:

- Carried out investigative studies.
- Problem solved individually.
- Worked both independently and cooperatively within a group.

Furthermore, our monitoring will provide a clear understanding on the strengths and weaknesses of the curriculum will become evident, as well as highlighting additional CPD needs. This will also enable the school's Governors to develop a better understanding of the Geography Curriculum.

Ultimately, our children will have developed a passion and enthusiasm for geography that enables them to utilise the skills and knowledge they've developed successfully in the wider community.