



Overview of Geography at Eastbury Farm Primary School



School Vision:

Children leave Eastbury Farm having been inspired to become confident and successful learners, ready to explore their future as resilient and responsible individuals.

Geography Vision:

Children leave us being able to use a range of geographical skills which enhances their knowledge of people, places and the natural and human environment. They develop inquisitive geographical minds, which leaves them wanting to investigate and ask questions about the world they live in. We create global citizens who can understand and respect the differences and similarities between places, people and their cultures.

Intent:

Throughout our Geography curriculum, we plan to inspire children's curiosity and interest to explore the world we live in and its people. We intend to equip children with Geographical skills to develop their knowledge through studying places, people, natural and human environments. The topics seek to deepen the understanding of the Earth's human and physical forms and its processes.

We want our children to develop a mastery of the following **skills**:

- Geographical and fieldwork skills including using maps
- **Recognise:** children start to think about what something is
- **Compare:** look in more detail to compare two or more things looking for similarities and differences
- **Describe:** what they see in more detail usually linked to a source
- **Explain and Evaluate:** giving reasons for why things happen and begin to justify these

These skills will be evident through investigation, thinking, questioning, drawing and writing.

Develop **knowledge** of:

- Location
- Place
- Human and Physical Geography

This will be achieved through the specific study of:

Cycle A	Cycle B
In Year 1.2	In Year 1.2
Finding my way	Out and about in Our Local Area
The Inuit People	Weather
The British Isles and Coasts	China (Contrasting location outside Europe)
In Year 3.4	In Year 3.4
Water & Rivers	Settlement in Northwood
Around the world in a half a term	Land use comparison UK
Comparing regions (Japan)	Rainforests (Tropics)
In Year 5.6	In Year 5.6
Mapping the local area (Beyond Northwood-London)	Mountains
Climate Zones	Volcanoes & Earthquakes
South America- Mexico	Trade links & Fair trade

Implementation:

How do we help children build geographical knowledge and skills into their long-term memory?

What is our teaching approach to delivering Geography?

Throughout their time with us, the children will build upon and develop their Geographical skills progressively through a variety of different topics. At the beginning of each unit each class will experience a 'Wow Day/Moment' which will bring the topic alive. This encourages the children to be inquisitive about their topic, to pose questions, seek answers, find out more and become lifelong Geographers. Adults delivering the topics are encouraged to consider opportunities to use the school's grounds and surrounding areas for fieldwork. Where appropriate, members of the wider community are invited in to school to share their geographical expertise/knowledge with the children. This enables children to base their learning on first hand experiences and makes learning meaningful and relevant.

Our Teaching/Learning Sequence:

Inspire

- Immerse the children in the subject/new learning theme and excite them about the unit ahead to make the learning more meaningful and relevant
- Find out what the children already know about the subject and how this links to what have they learnt in previous units
- Encourage the children to be curious and want to question and find out new information
- Link to own local, national and global knowledge of the world



Enquiry

- Encourage the children to be curious, inspired and fascinated by the new topic
- Teach the skills children need to help them find out more about the unit. This could be building on previous learning
- Develop the children's knowledge and understanding, working both independently and collaboratively



Apply Skills

- Children will use the taught skills and resources to help them develop and deepen their understanding and make comparisons locally and globally
- Children acquire the skills to understand, present, analyse and communicate a range of information
- Places and content are relevant for the children and taught in progressive way to build on previous learning and knowledge



Connect it all Together

Impact:

Children will have developed Geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it.

Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent Geographers throughout their education and lives.

This will be evidenced through continuous monitoring carried out by the Subject Leader through:

- Learning Walks
- Pupil Voice
- Book Scrutiny
- Planning Scrutiny (that is progressive and builds upon

Develop an **understanding** of:

- Geographical enquiry
- Locations in the UK and the wider world
- Using, interpreting and creating maps
- Grid references and using compass points
- Positional and direction vocabulary
- Human and physical features
- Water and weather systems

- Bring together the new knowledge and understanding that has been gained throughout the unit so that children are able to confidently talk about their learning
- Link this to existing knowledge and understanding



Concluding

- The children have learnt new knowledge and skills through the unit that has built on previous learning
- Children can apply their learning and understanding about local, national and global countries, people and environment
- The children have been excited, engaged and curious to learn about their local environment and the wider world

children's existing skills and knowledge)

Subject Leader Expectations:

- 1hr per week in KS1 and KS2 taught for half term as a minimum. History is taught in the other half of the term
- Cross-curricular links are developed wherever possible, particularly in English and Mathematics and noted on planning
- Where possible, key skills such as map work should be taught using atlases and globes. Case studies relating to the local area should feature wherever possible
- Geographical vocabulary should be on display in the classroom to support learning
- Clear adaptations to be evident for all learners
- Planning to show evidence of AfL, such as assessing prior knowledge, use of learning partners, peer and self-assessment
- At the end of each unit, teachers should assess children into these categories: on track to be pre key stage, on track to be WTS, on track to be EXS, on track to be GDS based on their performance throughout the unit
- Geography field trips should be encouraged to take place in each year group (e.g. looking at land-use in the local area)
- Geography resources used to enhance teaching and learning
- Class Teachers to inform Geography Subject Leader when resources are missing or stock needs replenishing
- Early Years Geography should be delivered under 'Understanding of the World'