

Lydney C of E Primary School

'A caring Christian community where every child achieves a love of life and of learning.'

Geography

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

Intent

“The study of geography is about more than just memorizing places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents.”

Barack Obama

At Lydney C of E School, we believe Geography is integral to helping children understand the world around them and their place within it. We believe Geography learning should be broad, balanced and inclusive; inspiring pupils to become curious and explorative thinkers with a diverse knowledge of the world. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through the Kapow Primary Geography scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

Our Geography curriculum is designed to:

- Encourage children to cultivate and investigate questions they have about the natural and human aspects of the world.
- Enable children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development.
- Inspire in children a curiosity about and an appreciation of their immediate environment and the wider world, broadening their understanding of people and place.
- Promote the children’s interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes.
- Develop knowledge and skills that are progressive, as well as transferable, throughout their time at Lydney C of E and beyond.
- Develop a growing understanding of geographical terms and vocabulary.

Through Geography, our curriculum helps children develop transferable skills such as team-working, critical thinking, problem-solving, analysing evidence and courageous advocacy. These skills are vital to children’s development as learners and have a wider application in their general lives outside and beyond school. We follow Kapow Primary’s Geography scheme of work, which enables pupils to meet

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

the end of key stage attainment targets outlined in the national curriculum and the aims of the scheme align with those in the national curriculum.

At Lydney C of E School, we strive to be **inclusive** and achieve this in Geography lessons by actively encouraging all students to engage, explore and question each other's knowledge and understanding of the world and to work collaboratively in geographical enquiries. By making connections to our locality, current affairs and to students' own interests, we aim for Geography to be **creative** and **inspiring**, enabling all children to develop geographical skills in interesting and diverse ways. To **nurture** our children, Geography should be enjoyable and an opportunity for students to ask questions freely and to develop their personal understanding of their place in the world and how they relate to others.

How does Geography meet our curriculum drivers?

Our Christian values of **trust, friendship, respect, forgiveness, courage and truthfulness** are golden threads interwoven throughout the teaching and learning of Geography here at Lydney C of E. Our Geography curriculum is based around 5 drivers that underpin positive learning attitudes and the development of the whole child.

World Aware: Our teaching and learning of Geography at Lydney C of E is aimed at developing a deep interest and knowledge of pupils' locality and how this differs from other areas of the world. Each year, children revisit and add to their knowledge and understanding of the wider world, learning in increasing depth about the diverse and complex people and places that exist in the world. Children are encouraged to think critically and to reflect on issues impacting the wider world and how this relates to their own lives.

Possibilities: Our Geography curriculum here at Lydney C of E aims to introduce children to a wide-range of places, cultures and people and to open our students' eyes to all the possibilities that are out there in the wider world: possibilities of travel, possibilities of fieldwork and exploration, possibilities of understanding world affairs, possibilities of appreciating other cultures, possibilities of making a positive change both in our local communities and to broader global issues.

Belonging: Alongside a clear and carefully planned development of core geographical knowledge, our Geography curriculum also aims to support students in developing a strong sense of place. Children have regular opportunities to explore and learn more about their

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

own locality, whether in school or in the local area. They are given opportunities to reflect on their identity, sense of belonging and their place within our own communities, as well as the wider world.

Spirituality: At Lydney C of E, we understand the importance of developing in children that sense of awe and wonder, of providing opportunities for children to learn more about and to reflect on their spiritual and moral development. Our Geography curriculum is integral to this. By exposing children to some of the many wonderful and amazing people and places that exist both locally and further afield and by encouraging them to ask and engage with 'big questions' around global affairs and environmental issues, we aim to nurture in our students a curiosity and fascination with the world that will stay with them throughout their lives.

Well-being: Our Geography curriculum has a variety of opportunities for enquiry, practical investigation and fieldwork. At Lydney C of E, we recognise how taking an active role in Geography learning and how engaging with our local communities can support our students' well-being. Geography lessons are a time to engage with questions and queries about the world around us and to better understand our relationship with the physical world.

Implementation

At Lydney C of E School, our Geography curriculum is centred around the four key strands of The National curriculum for Geography:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Through using the Kapow Primary's Geography scheme as the basis for our planning, our Geography curriculum has a clear progression of skills and knowledge within the aforementioned four strands across each year group. Our Progression of skills and knowledge document shows the skills taught within each year group and how these develop to ensure that attainment targets are securely met by the end of each key stage.

How is Geography taught at Lydney C of E School?

Our Geography teaching and learning follows a spiral curriculum model, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge, in particular, will be reviewed in each unit to coincide with our belief that this will consolidate children's understanding of key concepts, such as scale and place, in Geography.

Where possible, cross-curricular links are included throughout each unit, allowing children to make connections and apply their Geography skills to other areas of learning. Our enquiry questions form the basis for our units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions. We have designed these questions to be open-ended with no preconceived answers and therefore they are genuinely purposeful and engage pupils in generating a real change. In attempting to answer them, children learn how to collect, interpret and present data using geographical methodologies and make informed decisions by applying their geographical knowledge.

Each Geography unit that we plan and teach at Lydney C of E contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible. We follow an enquiry cycle that maps out the fieldwork process of question, observe, measure, record and present, to reflect the elements mentioned in the National curriculum. This ensures children will learn how to decide on an area of enquiry, plan to measure data using a range of methods, capture the data and present it to a range of appropriate stakeholders in various formats.

Fieldwork includes smaller opportunities on the school grounds to larger-scale visits to investigate physical and human features. Developing fieldwork skills within the school environment and revisiting them in multiple units enables pupils to consolidate their understanding of various methods. It also gives children the confidence to evaluate methodologies without always having to leave the school grounds and do so within the confines of a familiar place. This makes fieldwork regular and accessible while giving children a thorough understanding of their locality, providing a solid foundation when comparing it with other places.

EYFS

Within our EYFS classroom, children are encouraged to explore and understand the world through engaging with their immediate environment. Through observation, discussion, stories, maps, the outdoor environment and exploratory play, students will learn how to describe the world around them and understand the lives of people in our community and further afield. Throughout the year, children look at seasonal changes and changes in the natural world and begin to learn about some of the similarities and differences between different places they have been introduced to through texts read in class.

Key Stage 1

Students in KS1 complete a question-based Geography unit each 'long' term in KS1, with a high-emphasis placed on securing a strong sense of time and place at this age. 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. As much as possible, our Geography sessions in KS1 are visual and practical and work towards equipping children with a good understanding of our locality and a strong understanding of key basic geographical vocabulary.

Key Stage 2

At Key Stage 2, students continue to actively participate in increasingly complex enquiry-based geography learning. Again these units usually span each 'long' term, although opportunities for incidental geography learning and 'simmering skill' activities are used by teachers in between units of work. Geography lessons in KS2 also 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. Our progressive, spiral Geography curriculum allows for children in KS2 to revisit key vocabulary and knowledge and build upon this year by year.

Inclusion, Quality First Teaching, Support and Assessment:

A 'can do' attitude is adopted by both staff and students in Geography sessions and the belief is that everyone can achieve and succeed in Geography, especially fieldwork. Children are encouraged to persevere and learn from mistakes.

Our Geography curriculum at Lydney C of E School is designed to be a positive and inclusive experience for every student within our community. All children are given opportunities to explore and investigate key enquiry questions and our teachers provide the time, resources and support for students to develop a curiosity for the world around them. Differentiated guidance through the Kapow scheme is available for every lesson to ensure that all pupils can access learning, and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary. Staff also have access to CPD and supporting subject knowledge videos to enable them to confidently support a range of learners when teaching various areas of Geography.

Formative assessment is a key part of Geography lessons at Lydney C of E School and teachers observe, listen to and question their students to check understanding and to move learning forward. Teachers record end of unit judgements for Geography on our school tracking system Insight.

Extra-Curricular Provision

Lydney C of E School is a member of the Geographical Association and we work closely with our local Gloucestershire Humanities network to ensure children receive quality Geography provision and education and that our teachers are kept abreast of the latest updates and guidance in Primary Geography. Within the curriculum, children have regular opportunities to complete fieldwork and to engage with local geography. Staff advocate students pursuing this outside of the curriculum too, encouraging them to take advantage of the interesting and diverse Geography that Lydney and the Forest of Dean has to offer.

In addition to geography lessons, there are opportunities throughout the year for our children to celebrate Geography and to engage with global and environmental issues. In recent years, these opportunities have included events such as 'World Awareness Week', Organised Litter Picks, Woodland Explorer sessions, Traffic monitoring with local PCSOs and assemblies based around local, national and international affairs, as well as visitor assemblies from charities such as Water Aid.

Throughout the year, the school organises opportunities for children to learn more about Geography through day excursions and residential trips. In the past, this has included visits to Gloucester Waterways Museum, Viney Hill Christian Activity Centre, Over Farm,

Barry Island and Blakeney Straights. At the end of Key Stage 2, students also have the opportunity to participate in a residential visit to France, where the children are able to explore and experience the history, geography and culture of a different country first-hand. The school has also run an after-school eco club for students in KS2, encouraging them to actively engage in environmental issues locally and further afield.

How do we develop the skills of reading, writing and speaking and listening through Geography?

Geography lessons offer great scope for developing students' literacy and provide plentiful opportunities for students to develop effective reading and writing skills and communicate orally. Our Geography curriculum is language-rich and children are introduced to subject-specific vocabulary in each unit they embark on. Enquiry is at the centre of our Geography lessons and students are encouraged to discuss, debate and pose questions as much as possible, alongside listening keenly to other points of view.

Impact

The impact and measure of our Geography curriculum at Lydney C of E School is to ensure that our students are equipped with a range of skills and knowledge to enable them to succeed in the next phase of their Geography education and for them to develop a curiosity and appreciation of the world and their place within it.

Children will:

- Compare and contrast human and physical features to describe and understand similarities and differences between various places in the 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.
- Develop an 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.

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

- 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.