



## **Our vision for Geography at Edna G Olds Academy - Geography Curriculum Statement**

### **Geography Intent**

At Edna G Olds Academy we want our children to love geography and the world around them. We want them to have no limits to what their ambitions are and grow up wanting to be geologists, cartographers, climate activists or seismologists. Our aim is that, through the teaching of Geography, we stimulate all children's interest and understanding about the world around them. At Edna G Olds our teaching will equip pupils with knowledge about diverse places, people, resources, natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

The children will learn to develop contextual knowledge of the location of globally significant places, both terrestrial and marine. We aim to make all of our children aware of the processes that give rise to key physical and human geographical features of the world.

Through enriching experiences of fieldwork the children will deepen their understanding of geographical processes. This will also ensure our children feel competent in the geographical skills needed to collect analyse and communicate with a range of data. The children will be taught to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing.

### **Geography Implementation (including pedagogy)**

Geography is solely taught as the topic allowing the children to focus on developing their knowledge and skills, studying each topic in depth. We have developed a progression of skills with each year group, which enables pupils to build on, develop and revisit their skills each year. We also ensure cross-curricular links are planned for, with other subjects such as Maths, Writing and Computing throughout the year.

All lessons follow the 'REAL' model for teaching and learning:

**Reflect** -what you already know?

**Educate**- the learning you are going to be doing today

**Apply**- application of what you have been taught

**Learnt**- what have you learnt today?

Medium term planning for all units will cover key geographical concepts: Location knowledge, Place Knowledge, Geographical Skills and Fieldwork and Physical and Human Geography. (See Geography Curriculum Progression document).

Through using a range of assessment tools, adapted teaching is facilitated by teachers, to ensure that each pupil can access the Geography curriculum. Pupils are regularly given the opportunity for Self or Peer Assessment, which will then be used to inform planning, preparation, adaptations and address misconceptions within that lesson, or for the next lesson.

### **EYFS**



The Early Years Foundation Stage Curriculum supports children's understanding of Geography through the planning and teaching of 'Understanding the World'. This aspect is about how children find out about the natural world, people, culture and communities. Children are encouraged to develop an understanding of their immediate environment, using knowledge from observation, discussion, stories, non-fiction texts and maps. They can also find some similarities and differences between contrasting environments.

Practitioners encourage investigative behaviour and raise questions such as, 'I wonder if you can tell me what *you* think/what *you* can see?', 'I wonder if you can tell me more about..?', 'I wonder what will happen if...?', 'I wonder what else we could try?', 'I wonder what this/it could be used for?' and 'I wonder how this/ it might work?'

### **Key Stage 1**

In line with the national curriculum 2014, the curriculum at Edna G Olds Academy aims to ensure that all pupils:

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key .
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

### **Key Stage 2**

In line with the national curriculum 2014, the curriculum at Edna G Olds Academy aims to ensure that all pupils:



- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

### **Geography pedagogy**

Key pedagogy that underpins the teaching of Geography at Edna G Olds Academy includes the following:

#### **1. Questions and Questioning**

Enquiry lies at the heart of geography. Geography involves a process of enquiry, where we examine the world around us, raise questions and debate their meaning.

We can ask children closed or open questions. Closed questions will test understanding and help children to recall what they already know. Open questions in geography promote curiosity and help to develop purposeful discussion. They can also be used to promote higher order thinking and so help children to develop their thinking skills.

#### **2. Speaking and listening, discussion and debate: Oracy**



Speaking and listening are crucial for practising and embedding new vocabulary and concepts in Geography. By teaching geography as a process of enquiry, a process that demands the questioning and debating of evidence, we advance oracy, geographical literacy and thinking skills. We give children opportunities to develop their oracy through:

- Problem-solving and defending conclusions reached
- Group discussion to test meaning and refine ideas
- Asking children to pose questions, to predict, to raise doubts
- Explaining their thinking processes and ideas
- Evaluating their own learning
- Through perceptive questions children learn to, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

### 3. Reading books

Books can be a window into the world around us. We equally value reference & non-fiction books and high quality picture books which can promote rich discussion. Maps are an essential part of the curriculum and therefore we will expose our children to a wide variety of maps, atlases and globes. A key Geography concept is introduced through a visual aide, key question or artefact which will be used as a hook to promote children's curiosity.

Reading books is very different from reading documents. Good books provide rich sources of knowledge and information. To help children use books well, we aim to do the following approaches:

- Look at contents, at the picture on the front cover: What or where does the book's author pick out as significant?
- Flick through: skim and scan, looking at the signposts in the books to form mental pictures.

### 4. Constructivism

- The importance of working together collaboratively.
- Our geography lessons include project work, exploration, and inquiry based learning.
- We pose questions which support the children to develop their enquiry skills.
- We encourage them to lead their own learning, investigating areas of personal learning.

### 5. The Visual Image



Visual images are powerful tools in the teaching and learning of Geography. We need to teach visual skills to children, and that means treating maps, images of artefacts and pictures as sources of information. Here are some strategies for engaging children in reading pictures.

- Begin with detailed discussion groups.
- Quick flash of the picture: What did you see? And what do you notice?
- Another flash: Look for something someone else saw, and another new item.
- Picture as video: What happened before the scene depicted? After? eg, natural disasters.
- Mind mapping an image.
- Discussing where an image could be.
- We then move on to consider the meaning of the image, its purpose, its context, what it meant to people around the world, what we can learn about the similarities and differences.

#### Wider curriculum Implementation expectations:

In order to support children in their ability to know more and remember more, there are regular opportunities to review the learning that has taken place in previous topics as well as previous lessons. At the start of each topic, children will review previous learning via a pre-assessment and will have the opportunity to share what they already know about a current topic using our Showbie pre learning homework tasks.

#### **Impact**

Our Geography curriculum will lead pupils to be enthusiastic geographical learners, evidenced in a range of ways, including pupil voice and their work. The impact of this curriculum design will lead to strong progress over time across key stages relative to a child's individual starting point and their progression of skills. Children will therefore be expected to leave Edna G Olds reaching at least age-related expectations for Geography.

Children demonstrate their coherent knowledge and understanding of the wider world around them with emphasis placed on analytical thinking, discussions and questioning.

Outcomes in topic and literacy books evidence a broad and balanced geography curriculum and demonstrate the children's acquisition of identified key knowledge. This is also demonstrated in a variety of creative ways using our online learning platform, Showbie.