

## **Geography Intent statement**

### **Intent: Introduction, Vision and Philosophy**

We expect our children to be inquisitive and to question the information they are presented with, in order to further their geographical understanding.

We want children to understand where they are located within the world as well as within the British Isles; to be able to use a range of tools to understand their location and the landscapes of contrasting environments; to appreciate, describe and have a desire to conserve the differing environments of the world.

Geography is an exciting, enquiry led subject that helps us better understand the people, places and environments in the world. The programme of study for Geography states “a high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.” It is a subject that seeks answers to fundamental questions such as: Where is this place? What is it like? (and why?) How and why is it changing? How does this place compare with other places? How and why are places connected?

Geography draws on its vast range of vocabulary to identify and name places, the features within them and the human and physical processes at work there. Such core knowledge provides the building blocks of deeper explanation and understanding; providing entry points to geographical conversations about the world. We describe this as ‘thinking geographically’ and explicitly teach this to our pupils through exploring maps and atlases, photographs and aerial images and exploring our local area.

### **Implementation: What does Geography look like at Weston Schools Federation?**

To ensure this happens, we deliver a geography curriculum that focuses on developing a sense of place that is underpinned, not only by our learning and experiences in SMSC, but a core knowledge of facts, locations and vocabulary. Our curriculum is designed to allow children to build on their geographical knowledge and skills as they progress through the school. Teachers have a clear understanding of the progress of knowledge referring to past learning and making links with previous knowledge. Our children will access their immediate environment and to gather first-hand experience to enhance their learning and develop a deeper understanding of their local area and to be able to make accurate comparisons with contrasting locations. We have a wonderfully diverse community and we use this to learn about different places around the world. We share information about global events and explore different cultures world-wide. Many of our children do not experience the world outside of their immediate locality. As a staff, we aim to share our own experiences and

provide as much knowledge of the outside world as possible; children are aware that there are many countries and places of interest to visit!

Our curriculum is enquiry based and this leads to much of discussion of the natural world and all its wonders. Children learn to discuss the features of their immediate environment and talk about why processes and changes happen.

In Early Years, we investigate natural materials such as leaves, water and twigs and talk about how they might have got to our classroom. They begin to understand their place within known spaces and immediate environment, but are also exposed to a wealth of other worldwide people, cultures and traditions. Children in Early Years begin to make comparisons between places in their world.

During KS1 pupils develop knowledge about their locality expanding wider into the United Kingdom and continents of the world. They develop an understanding of basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. They compare their local area to places in India.

During KS2 pupils extend their knowledge and understanding beyond the local area to include the Europe, North and South America, Africa, The Arctic and Antarctic. This includes the location and characteristics of a range of the world’s most significant human and physical features. Pupils develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

### The curriculum:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Knowledge and understanding of the world – local area - school, classroom, use of outside area.					School based enquiry to fit in with 'out and about in Weston' project
YR 1	School grounds	Fieldwork linked to trip	Local study/ Bridges	Machines	Our environment	Village or a city?
	School grounds	Manor Farm			Nursery grounds comparison	Weston Shore 'Out and about in Weston'
YR 2	Links made to UK countries and capitals	Hot and Cold Places			Journey of Titanic	Locality study – non Euro comparison (India)
				Mayflower park	Sea City Museum	Weston Shore 'Out and about in Weston'
YR 3	Europe and map skills	Arctic/Antarctic	Egyptians	Field work linked to trip	Science – rocks and soils	Roman cities in modern UK. Romans - Map work and comparison over time.
		Orienteering (in school)		Bute, farm		'Out and about in Weston'
YR 4	Anglo- Saxon settlements – choice of location/place names	Mayans	Rainforest unit		Links to settlements	Field work – local area study
	Science centre			The living rainforest		Local enquiry: 'How would you re-develop your local area?'
YR 5	Location of Greece	Rivers UK/USA	Natural disasters		Victorians	Locality compared to LEDC – docks and trade
					Micestones	'Out and about in Weston'
YR 6	Crime and punishment	English - Fieldwork/ Field sketches	Africa	WW2 mapping local area	WW2	Map skills (Linked to theme parks) Coastal erosion
		Weston Woods			RVC war graves	Butts park 'Out and about in Weston'

Main geography unit	History lead unit (no geography)	New for Summer 2022 – 'Out and about in Weston' An opportunity for stand alone fieldwork in the local area. Enquiry led. Each year group to participate once over a 2 week period (bar EYFS and Yr4.) More info to follow.
Non-geography lead unit but opportunities for geography skills.	Trip/visit and fieldwork opportunity.	

Safety and SMSC are the driving force behind our whole curriculum. Across all stages of teaching and learning we endeavour to create strong and appropriate links with other subjects to enhance the learning experiences of our children.

### Impact: Evidence and Assessment

Children can record their learning in a variety of ways, which is recorded within their history /geography books. Evidence of learning and progress is dependent on the lesson outcome; year group and the skills and knowledge being developed. This could be in the form of: photographs of practical activities, use of world maps and local maps to identify features and areas, use of digital mapping, extended writing, or evidence of field work.

Our teachers rely on a range of tools to assess the knowledge and skills pupils have; their progress and development points. This includes: assessment for learning; challenge tasks; independent and group enquiry; end of unit questions and KWL grids. The learning journey is tracked weekly on classroom knowledge organisers. Children have more detailed versions of these in their books, at the start of each unit, to support the retention of substantive 'sticky' knowledge and a photograph of the classroom organiser refer back to when the unit is complete.

**Knowledge Organiser—Year 6 Topic: Africa**

**Enquiry questions: Why is Africa so geographically different to the UK?**

**Key vocabulary**

desertification	Where areas of farmland are turned to desert over time
Low economically developed country	(LEDC) These are typically 3rd world countries that develop their towns and cities much slower. They generally have low money and a lower standard of living
infrastructure	Facilities and services that you use. Eg housing, schools, shops, police, electricity, water, roads, hospitals
Population	The number of people living in a place
Prime meridian	Line of 0 degree longitude also called Greenwich meridian (North to South)
International date line	Imaginary line located halfway round the world that shows one calendar day to the next
Shanty town/tenement	Settlement of improvised buildings made of mud, wood and scrap metal. Illegal dwellings on the outskirts of cities
Subsistence farming	Raising crops and raising animals for your own use. Not to sell.
The Sahel	An expanse of land underneath the Sahara desert that has little rain. The soil is virtually useless for farming
biome	An area of plants and animals that naturally occurs. Such as desert, tundra, rain forest or savannah

**Where in the world?**

**Big ideas in geography:** Human geography—tribal culture, settlement, economic and land use. Physical geography—climate, vegetation belts and diversity in one continent. Human impact—the effect of industrial farming on desertification. Place knowledge—similarities and differences between Cape Town, Kenya and The Sahel in UK. Map skills—location and direction—longitude, latitude, international date line and prime meridian, thematic maps. Diversity and Culture—tribal life and the gap between rich and poor

**Key knowledge that is new:**

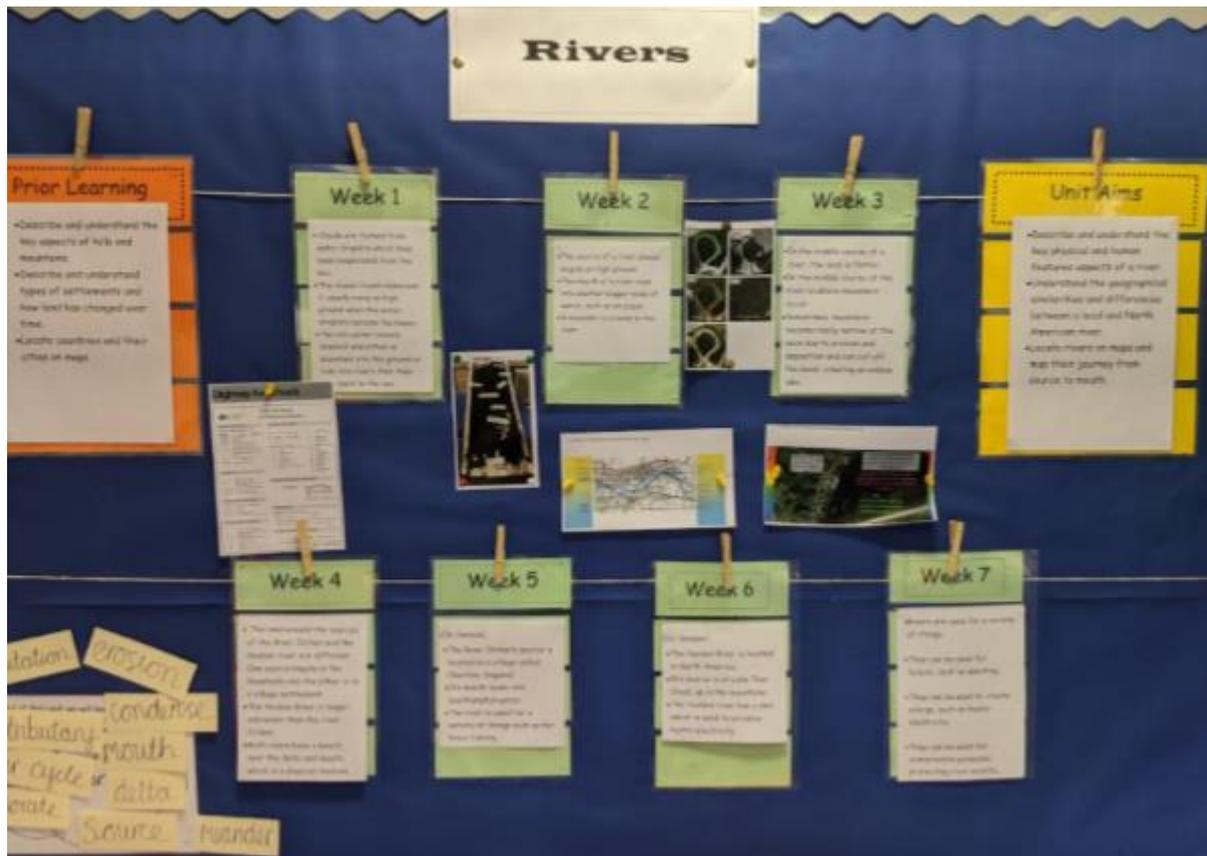
**Locational knowledge:**  
 ⇒ locate Africa, using maps. Use this to focus on environmental regions and key physical and human characteristics of the continent.  
 ⇒ identify the position and significance of latitude, longitude, prime meridian and time zones (including day and night.)

**Human and physical geography:**  
 Describe and understand:  
 ⇒ the physical geography of Africa—its biomes and vegetation belts  
 ⇒ the human geography of Africa—including types of settlement and land use and economic activity.

**Place knowledge:**  
 Learn about different areas of Africa (The Sahel, Cape Town and Kenya) and identify geographical similarities and differences between them and the UK. (Human and physical geography.)

**Did you know?** There are 54 individual countries in the continent of Africa, with more than 2000 different languages.

**Key knowledge I already have:**  
 KSI – the 7 continents and 5 oceans. The equator.  
 Yr3/4 – maps and keys, globes and atlases, climate zones, the tropics, Arctic and Antarctic circles and hemispheres.



Marking and feedback in geography follows the schools marking and feedback policy and is used to monitor progress and impact. Throughout the course of the lesson the class teacher (and support staff where present) will move around the class, offering support/challenge where needed so that each child is receiving direct feedback during the lesson. These conversations will be recorded by writing VF at the side of the piece of work. At the end of each piece of work, progress will be assessed against the learning objective and success criteria. Next steps follow from this. It is expected that teachers and support staff correct the spellings of geographical and topic related vocabulary.