



What Geography looks like at Ledbury Primary School

We plan our creative curriculum so the children build a sense of belonging and being in the world in order to become skilled citizens.

Curriculum Intent

What geography looks like in our school:

Our geography curriculum is designed to develop a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

You would see:

- Opportunities to inspire children's curiosity about the world.
- A variety of activities and themed days to help children to learn about different countries and their cultures.
- Children working individually, in pairs and groups to develop key Geographical skills focusing on map work, investigating human and physical geography and fieldwork.
- Exciting Geography topics to provide children with the opportunity to explore and investigate the world around them.
- A well planned 'Progression of Skills' to enable the children to work on and develop new skills in each Year.
- The decision has been made that worksheets may be used in order to allow time to acquire skills

This is our philosophy:

- Enabling children to develop an excellent knowledge of where places are and what they are like, both in Britain and the wider world.
- Developing a comprehensive understanding of the ways in which places are interdependent and interconnected.
- Building an extensive base of geographical knowledge and vocabulary.
- Developing fluency in complex, geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques.
- Enabling children to be able to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment.
- Fostering a genuine interest in the subject and a real sense of curiosity about the world and the people who live here.

This is the Knowledge, understanding and skills at each stage:

By the end of EYFS pupils will:

- Describe their immediate environment using knowledge from

	observation, discussion, stories, non-fiction texts and maps • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. By the end of Key Stage 1 pupils will: • Begin to develop knowledge about the world, the United Kingdom and their locality. • Understand basic subject-specific vocabulary relating to human and physical geography. • Begin to use geographical skills, including first-hand observation, to enhance their locational awareness. By the end of Key Stage 2 pupils will: • Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. • Learn about the location and characteristics of a range of the world's most significant human and physical features. Cultural Capital in Geography Children may demonstrate an understanding of different culturally significant places. They will relate locational knowledge to the impact not only of their immediate lives, but in a wider setting such as community, British values and cultural relevance. They will compare differing locations to their own experiences, drawing on their understanding to make comparisons and similarities as well as differences. Children may demonstrate knowledge of the physical features of culturally different places around the world. They will also be able to explain and describe the different weather types for these different places around the world. Children will understand various physical features of the world and they will compare and contrast this with their local environment.
Curriculum Implementation	This is how it works (<i>some does not apply to EYFS</i>): • Each Year group produces knowledge organisers which outline knowledge (including vocabulary) all children must master and apply in lessons. • There is a cycle of lessons for Geography, which is carefully planned in terms of progression and depth, concentrating on the geographical skills suited to the age group. • Links with other areas of the curriculum are enhanced to provide a more meaningful learning experience. • Sometimes there is a 'hook' to start the topic. • Low stakes quizzes support learners' ability to retain learning.

	• Challenge questions enable pupils to apply their learning in a philosophical/open manner. • Trips and visiting experts enhance the learning experience. This is what adults do: • Plan engaging lessons which build on prior knowledge based on teaching a mixture of geographical skills and knowledge. • Create knowledge organisers which are used as a tool to support teaching and learning. However, there is not an expectation that every fact is learned by the children. • Create a learning environment that supports learning and that engages children's interest in the topic being studied. • Carry out regular book scrutinies and planning audits. • Take part in whole school professional development. This is how we support and ensure access for all children, including SEND, EAL and PP: • Small group/1:1 adult support given where required. • Ensuring that a range of equipment and resources are available to ensure success for all pupils e.g. information at different reading levels. • We use teacher and self-assessment to quickly identify any child who requires additional support in specific skills. • Pupils then receive additional support or resources. This is how we challenge: • Small group work to further challenge • Open-ended tasks • Through questioning • Encouraging self-evaluation and testing of ideas
Curriculum Impact	This is what you might typically see: • Happy and engaged learners • Paired/group work • Discussions and questioning around different Geography topics. • The use of in depth vocabulary used in context. • Presentation of learning in different ways. • Engagement and perseverance • Self-motivated children • Passion for Geography topics. This is how we know how well our pupils are doing: • Lessons are planned based on geographical skills which are specific for each year group. • Photographic and video evidence.

- Displays of work in classes.
- Book scrutiny and planning audits.

This is the impact of the teaching:

- Children who have an awareness of countries within Great Britain and around the world.
- Children who show enthusiasm and excitement about exploring countries
- Children who are inspired to learn more about geography.
- Children who can apply their geographical knowledge to different contexts.

Pupils develop detailed knowledge and skills and, as a result, achieve well. This is reflected in the work the pupils produce. Pupils are ready for the next stage of education. Pupils with SEND achieve the best possible outcomes from their starting point.