

## **Geography at George Street Primary School**

### Intent

At George Street we will give the children real life experiences of the Geography curriculum that will bring each child's learning to life. We will be able to do this for each individual by having fieldwork embedded within our Geography learning; in order to support their development of each topic. We will make sure each topic within our Geography learning resonate to children within the class by using their cultures to influence each year groups study. This will enable them to think globally about life; asking geographical questions that will help them understand the world around them. Allowing them to compare the area in which they live to different areas in the UK and globally, supporting them to have an excellent understanding of the world in which they live. We will help children to use geographical language in their finding so that they can explain their learning in an advanced manner.

### Implementation

At George Street geography is taught as a discrete subject. We are fortunate to have a diverse range of cultures in our school with children from many different backgrounds and nationalities. We aim to utilise this in the children's learning so that the subject of Geography becomes personal to them. We want to make sure we include children's ethnicity within their learning so that we create a personalised curriculum for them. We have selected and sequenced the components of the national curriculum in such a way that children to know and remember more. Pupils with special educational needs and/or disabilities are fully included in the provision for geography. Teachers and other adults support these pupils so that they can access the same content. Our annual Geography week allows each child to be involved in local fieldwork studies of our school and surrounding natural areas of Hemel Hempstead. This field work will then allow them to compare other areas of the world.

#### *Early Years*

We want to allow children to have an early understanding of Geography, whilst linking their learning to the EYFS goals. We want children to look at their environment and recognise the changes around them; looking at books such as 'The Seed' by Eric Carle to support their learning. We provide interesting natural environments for children to explore freely outdoors once such example is the practice of Forest school lessons, offered weekly to our Nursery and Reception class which supports children's to look, collect and investigate and talk about the natural environment. Equipment and resources are readily available so children can further explore areas of interest. Adult interactions are essential to help support children to talk about what they see, whilst modelling observational and investigational skills.

#### *KS1*

We feel it is key that from the start of KS1 children have a strong understanding and awareness of other countries and continents using resources such as globes, atlas' and google maps to support their development in their learning. We also want to make children aware of the cultures and differences between where we live, where children's families originate from as well as unfamiliar places which is possible through the curriculum we have designed. Children will start to use

geographical vocabulary that is explicitly taught to explain physical and human features within their environment.

## *KS2*

Building on the learning in EYFS and then KS1 children will continue to develop their geographical skills and knowledge in a meaningful way, using a wide range of resources and pedagogies. The curriculum continues to provide learning opportunities so that there is clear progression across the five strands of the national curriculum. We present opportunities so that children's skills increase in accuracy or conventions followed by geographers such as drawing maps to scale. Fieldwork is vital to geographical practice, we want pupils to visit different places, so as to make the observations or collect data that they can analyse and present findings. Enrichment activities such as the residential trips will be selected so as to provide children with further geographical skills such as orienteering or working out the route to the provision. Building on discipline specific vocabulary we want our children to use advanced geographical language to support their learning discussions and explanations. We try to dispel stereotypes of other countries and cultures by sharing with children different views and practices so they have the information to be able to debate and challenge stereotypes presented to them.

## Impact

Children will have a practical understanding of the world around them and can talk knowledgeably about the geographical components they have learned. They can relate their learning to real examples or enrichment activities that have helped them learn knowledge and skills. Children will have a good basic general knowledge and as such can name the continents, oceans and a number of countries including such facts as rivers of the world, mountain ranges and some mountain names. They can name the principle cities of the UK and Europe. They can use atlases, maps and globes to locate places and features. They can use discipline specific language to explain what they have observed and learned. They have a good understanding of the wider issues such as climate control and how the environment is changing and what the causes are. Children will begin to understand their wider world and the implications of human activity within their local community and globally; which will allow them to act as good citizens. Many will be passionate about the planet and looking after it – they might even take direct action to protect the environment. Our children will enjoy geography lessons and look forward to finding out about our world. They will ask pertinent questions and work collaboratively to find answers to question and use geographical language to support their finding.