



Subject – Geography

School Vision and motto:

'Making Learning an Adventure'

At Holywell Village First School we have high aspirations for our children to become well-rounded and responsible future citizens. They are happy, independent and have positive self-esteem. Our children have a thirst for learning. They are curious about the world around them and are confident to 'have a go'. They are reflective learners who persevere and demonstrate good communication and social skills. They are thoughtful, caring and kind.

'We want our children to be the best they can be.'

Geography Curriculum Intent

Why do we teach geography?

"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. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes." (DfE (2014), Geography programmes of study: key stages 1 and 2 National curriculum in England).

A rich, engaging and challenging geography curriculum will inspire children to become good citizens and respect where they live, and the wider world for now and the future. They will be curious about the world they live in and recognise the impact and power they have to preserve it. They will gain transferable skills that enrich other areas of their learning, and have a strong understanding of their locality in relation to the wider world.

Our curriculum is unique to HVFS

We believe that geography lessons should be fully inclusive of every child and reduce inequalities so that everyone can achieve and be successful in geography. Our intent is to fulfil the requirements of the National Curriculum for Geography but also :

- Ensure that the curriculum from nursery to year 4 is coherently sequenced so that all children can develop their knowledge and skills.
- builds upon and introduces a wide range of vocabulary.
- gives children sound locational knowledge
- provides meaningful links across the curriculum
- Create a generation of children who care about their immediate environment and the wider world.
- Engage in fieldwork to support children to remember more through memorable experiences.
- Use a variety of resources such as digital maps, technology, and books to support their learning.

Implementation

How do we teach geography?

Our geography curriculum and lessons are effective and age appropriate. We implement geography in the following ways:

Our geography learning journey starts in Early Years, where our children learn about their immediate locality. They learn about places and their uses around our school and grounds. They learn about familiar features such as houses, the school building, allotment and shops, building on their everyday experiences and often using the outdoor environment or role play to create immersive and experiential learning opportunities. Our children will also encounter distant places through our core book approach and topics. They will learn about people and places, and the different jobs which people do in our community. Children in EYFS observe and discuss the weather regularly, becoming familiar with types of weather and how it can affect us such as needing coats when it is cold. It is our intent that the children in EYFS develop and grow a love of learning about the world and how it works. We will encourage their curiosity by modelling enquiry through asking, investigating and answering questions, often following the interests of the children. The impact that this kind of geographical enquiry will have as these children start out on their journey as geographers is lasting and life-long.

In key stages 1 & 2 we intend to continue to build on a love of learning about our world and try to ensure learning feels purposeful and relevant for all children. Throughout their time with us, our children will learn new and build upon existing geographical knowledge and skills, starting with the local area and extending into the wider world including contrasting localities and weather, religion and culture. By the end of their learning journey, our children should have developed a deep understanding of substantive knowledge and secured skills that span across four strands: Locational knowledge, place knowledge, environmental, physical and human geography, geographical skills and fieldwork. Lessons are planned and sequenced to enable progression in knowledge and skills as well as building on those acquired in previous years. The impact of this revisiting and building of skills will support

children in committing their learning to long term memory and being able to draw on them as they begin to connect ideas and apply their skills to more complex concepts, thus creating a learning environment where learners can become increasingly independent.

We feel that it is important that our children be able to learn about their environment through first hand and practical experiences and we intend that field work is integral to the learning of geography to create memorable experiences and gain valuable skills. Our grounds and local area offer their own rich resources for study. We are lucky that, visible from school grounds or within a short walk or bus journey from school all of these human and physical features and amenities are available for study by children, should we wish to use them: shops, different types of housing, Holywell Dene and pond, church, fields, roads, paths, street signs, post boxes, traffic lights, library, doctor surgeries and care homes for the elderly, coastal areas Our children can go out in this geographically rich environment and engage in simple fieldwork.

Children have opportunities to practise and apply their skills using computers, iPads, and other technical learning tools – combining this with maps, books, images, videos, songs, diagrams and many more sources, to ensure they are offered and have experience in using a great many mediums to support and extend their learning.

Vocabulary

Geography is a vocabulary rich subject. In each medium term plan , teachers plan vocabulary development carefully so that pupils benefit from repeated encounters with new and previously learnt vocabulary. Pupils are taught the specific meaning of terms.

Our geography lessons have the following structure:

Review Prior Knowledge

At Holywell we ensure prior knowledge is activated during geography lessons to give meaning and a context to any new learning. This also ensures new learning sticks and children have a deeper understanding of substantive and disciplinary concepts.

Prior knowledge influences both knowledge acquisition and student capacity to deploy higher order problem solving skills (Hailikari, 2008).

Teaching New Knowledge

Lessons are carefully planned to ensure they are exciting and meaningful to the lives of the children at Holywell. Geography lessons are inclusive and follow a variety of teaching and learning styles to ensure all pupils become increasingly confident with the skills and knowledge to think and work like geographers

Summarising Taught Knowledge

Key concepts and vocabulary are recapped to ensure important learning is embedded. Children also have the opportunity to reflect on their new knowledge.

Geography opportunities beyond the National Curriculum:

At Holywell Village First School – Cultural capital

- Orchard club is run by a group of volunteers in the village for children to learn about and care for Holywell, and make it a better place to live.
- Educational visits.
- Visiting STEM ambassadors to school.
- Links to local community ambassadors.
- Geography themed focus in the medium term planning cycle.

Impact

Progress is assessed after each unit to determine whether children demonstrate whether children are working at the expected level, or working above or below the expected level. Data is collected by the geography coordinator for analysis in the form of a 'Best Fit Grid'.

Learning walks are conducted by the geography subject leader. During this time the subject leader monitors planning, and children's work in books, speak to class teachers and talk to pupils. The Best Fit learning grids are collected termly so children's achievement and coverage may be monitored.

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July 2022