



Hockliffe Lower School

Geography Curriculum Statement

Intent

We believe that learning in Geography should inspire our pupils' curiosity and fascination about the world and the people that live there. It should provide them with knowledge about the diverse places, people, resources and natural and human environments that exist in our world. It should enable children to consider the environmental and sustainability issues in our world. It should help them develop the skills needed to understand and effectively use maps and geographical data in their everyday lives.

Implementation

Geography in the Early Years Foundation Stage

In the Early Year Foundation Stage Curriculum children access the learning of geography through Understanding the World and Forest School. Learning is often linked to other areas of the curriculum such as stories, poems and art. Children are encouraged to use resources carefully and to be involved in maintaining the outside areas, laying the foundations for future learning about nature and sustainability.

People Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- 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.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Geography in Key stage 1 and 2

The school follows the content of the 2014 National Curriculum for Geography for Key stage 1 and 2. There are 4 areas of learning in geography...

- Geographical Skills and Fieldwork
- Locational Knowledge
- Physical and Human Geography
- Place Knowledge

As the children are in vertically grouped classes there is a two year rolling programme of themes in the long term planning for each key stage. Geography knowledge is taught in either of the years and skills are taught alongside each other so children can access them at a level which is appropriate for their age and development.

Extended Learning for geography – there are many opportunities for children to revise, extend and apply the geographical skills and knowledge they learn within the curriculum, e.g. International Culture Week, routes on out of school trips which take children to localities that contrast to their own, visitors from other countries, links with other schools in different places. Cross curricular learning is also used to teach geography, particularly linking with fiction and non-fiction books in English.

Impact

Children will:

- develop their ability to conduct geographical enquiry through asking questions, collecting and analysing data and presenting findings in an appropriate way
- develop their geographical vocabulary so they can express their own views and listen to and understand the views of others
- use, draw and interpret maps and plans
- develop knowledge of their own locality, the school, its grounds, the village using simple fieldwork and observational skills
- gain knowledge and understanding of places in the world by talking to people who have lived there or using resources such as pictures and aerial photographs
- describe and understand seasonal weather change and climate across the globe and understand how this can affect the environment
- understand how human choices can cause environmental change, at a local, regional and global level and accept their responsibility to make positive choices to safeguard the future of our planet
- develop knowledge of other cultures and teach respect for people of those cultures.
- locate and identify continents, oceans, seas, countries and cities across the world
- recognise, describe and compare the physical and human features of contrasting localities regionally and internationally

Assessment

On- going assessment of children's attainment of specific objectives are made during lessons using questioning, children's self-assessment and work scrutiny as evidence. Various strategies are used to collect information which shows where children are in their geographical understanding at the beginning of a unit of work and then where they are at the end. Photographic evidence of children learning in geography is also used.