



Geography

Intent

Purpose of Study

The world is truly a diverse and wonderful place! The study of Geography helps our pupils understand the world in which we live, how it shapes our lives, and how we in turn shape the world around us. At the WFF we follow the EYFS Statutory Framework and National Curriculum for geography interwoven with our identified curriculum drivers: **Diversity, Belonging, Active, Independence.**

We aim for a high quality geography curriculum which should inspire in pupils a curiosity and fascination about the **diversity** of the world and its people and where they **belong** within it.

Our teaching should equip pupils with knowledge about places and people; resources in the environment; physical and human processes; and the formation and use of landscapes around the world. We also want children to develop practical geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways.

Children should be **active** learners in geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

We hope that in teaching in this way, our pupils become **independent** knowledgeable inhabitants of our planet, aware of its diversity and passionate about its protection.

Key areas of learning include: Locational Knowledge, Place Knowledge, Human and Physical Geography, Geographical Skills and Fieldwork.

Implementation

At the Wye Forest Federation, we promote a love of geography and celebrate learning. We have high expectations and through quality lessons believe all children can achieve their best in geography working independently or collaboratively.

Teaching & Learning

- Geography in the Wye Forest Federation is taught in blocks through a mix of one, two, three and four year rolling programmes depending on class and school, so that children achieve depth in their learning.
- The schools use a detailed geography **curriculum map** illustrating the topics taught across our classes. We use the Kapow Scheme of Learning to support with our teaching.
- Geography is taught discretely across our KS1 and KS2 classes and differentiated based on our **progression of skills map** which lays out our skills from Nursery to Year 6.
- The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year. Geography is not

taught discretely unless through a focused lesson and is instead weaved into their day as they direct their learning.

- As part of this, the skills progression map includes a section for EYFS and is designed to start helping children develop skills used in Year 1 and beyond. These skills are then mapped out in the EYFS Long Term Plan.
- Teachers use **knowledge organisers** to help them identify the key information that children need to learn for each topic and to help support their own subject knowledge.
- There is also a strong focus on specific vocabulary and a specific list of key words has been produced on Kapow for each topic, as well as being referenced in the progression of skills.
- Lessons are **active** and practical, when possible and appropriate.
- We build in pupils a sense of geographical enquiry from which learning will grow over a sequence of lessons. As they become more confident, pupils will raise their own enquiry questions and consider ways to tackle them.
- We include objectives that develop locational knowledge.
- We develop an understanding of mapping and field work.
- We provide opportunities for pupils to communicate findings and decide how to organise and present their ideas effectively.
- We include opportunities for enriching learning at significant local and regional geographical landmarks.
- Cross-curricular links will be made where possible and is conducive to learning.
- Misconceptions in books are addressed in line with the school mark scheme or a consolidation question.

Assessment

- Children will be assessed against progression of skills map using a 'best fit' approach.
- We assess predominantly using formative assessments.
- We assess each geography unit based on our progression of skills map and put assessment information on INSIGHT.
- Work scrutiny ensures progress is monitored within classes and year groups.

Impact

A cumulative approach to geographical learning will help to give pupils an age-appropriate understanding of key concepts and skills which is enriched by subject specific vocabulary. This will support later learning, not just in geography but also across the curriculum. By the time pupils leave the Wye Forest Federation in Year Six they will have developed:

- A knowledge of where places are, what they are like, how and why they are changing
- An understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated
- A vast range of geographical vocabulary which allows them to identify and name places, the features within them, human and physical processes. This core knowledge provides the building blocks of deeper learning
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques
- A sense of the world which prepared them to play an active role as informed, responsible citizens

- Highly developed fieldwork skills as well as wider geographical skills and techniques
- A sense of curiosity to find out about the world and the people who live there
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment
- Geographical thinking, extending from the familiar and concrete to the unfamiliar and abstract.