



## Woore Primary and Nursery School

### Geography Profile

#### 1. Curriculum Statement

##### Intent

At Woore Primary and Nursery School, we believe that geography is vital in supporting our pupils' knowledge of their local and wider community and enables them to better relate and appreciate the different perspectives and lives that people lead around the world. Children are encouraged to think and explore as Geographers and to develop a greater understanding and appreciation for the world and their place within it. The curriculum is designed to ensure that teaching equips pupils with knowledge about diverse places, people, resources, and natural phenomenon whilst inspiring curiosity and fascination about the world we live in. We aspire for pupils to apply their knowledge practically using fieldwork and for them to continue to explore and discover from reception to Year 6.

##### Implementation

Geography is taught progressively in blocks throughout the year, so that children are fully immersed in their learning and can access skills at a deeper level. As our school is composed of smaller mixed-aged classes, we have devised a yearly cycle of outcomes to ensure coverage across the EYFS and both Key Stages. This provides additional opportunities for pupils to revisit learning and ensure that knowledge is fully embedded and secured. Geography learning outcomes have been mapped out across the whole school and teachers ensure lessons are progressive and sequenced so that learning is meaningful and appropriate for the level of the children taught. Access to forest school, outdoor learning is used to allow pupils to practically apply skills taught within the classroom and opportunities for fieldwork have been identified across the school. Cross Curricular learning is at the heart of our planning as we feel it creates meaningful links that help to enhance and support pupils' learning and their understanding of different concepts.

## Impact

Project work produced within books evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge relating to each of the National Curriculum strands as appropriate to their age and needs. As children progress through the school, they develop deep knowledge, understanding and appreciation for their local community, as well as the wider world. Planning for the curriculum incorporates opportunities for children to explore in more detail a wide range of cultures and places through themed days as well as visits to local places of interest. Children leave our school with respect for other cultures and a secure knowledge of current and past world events and larger scale factors affecting our environment and different countries around the world. This ensures that our pupils are well-prepared for the next steps in their education.

## 2. Teaching and Learning

The geography curriculum is mapped to ensure alignment with the national curriculum content and programme of study. Key knowledge and skills relate directly and build towards the achievement of the end of key stage 'end points', informed by the KS1 and 2 National Curriculum statements for: Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical Skills and Fieldwork.

As part of the introduction to each new geography topic, teachers review what the children know already and identify what children would like to learn, to inform the programme of study so that it takes account of children's interests. A working wall will be used to support and celebrate learning, throughout each unit of work and this will also be used to support the acquisition of key knowledge and the accurate use of key vocabulary. In each lesson, children are guided towards the learning intention using success criteria. The success criteria are shared at the beginning of the lesson and reviewed by children at the end. They are subsequently used by the teacher during the assessment and review of children's work and are used to identify individual target areas or concepts that need further consolidation.

Teaching and learning in geography is supported by a wealth of resources, including physical resources as well as digital ones. Learning Outside the Classroom is a key feature of geography lessons and specific activities are mapped and planned for if appropriate. These are progressive throughout the school and support the Geographical Skills and Fieldwork strand. Our Forest

School sessions are planned in a way to support this acquisition of skills and encourage learning within the environment itself.

Lessons are planned to ensure that key knowledge is developed over time over the course of each geography block and in the correct sequence. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher at the end of each unit of work as part of the school's assessment of geography. Lessons within each unit are also planned to ensure the systematic development of the key identified skills across the school.

### **3.Assessment**

Assessment for learning is continuous throughout the planning, teaching, and learning cycle. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment and consolidation.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners (with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes).
- Use of the 'what I know already, what I want to know and what I have learnt' (KWL) strategy throughout a unit, alongside specific and measurable LIs for each lesson.
- Child and teacher review of both the agreed success criteria at the end of each lesson and the key knowledge at the end each unit, to inform focused consolidation where this is necessary.

### **4.Planning and Resources**

Geography resources are stored centrally and are accessible to all staff. The library contains an extensive supply of geography topic books to support children's individual research, which all children have access to throughout the week. Planning is produced individually by class teachers to account for the needs of the children and their own teaching styles but are guided by the Curriculum Planning Overviews. Key Learning Documents are also used to track objectives covered and to both inform planning and assessment. Planning also

considers the school's own context (for example, its location being close to the coast and accessible places of geographical interest and members of the school community with specialist expertise and knowledge). Cross curricular learning is also utilised to further reinforce learning and acquisition of knowledge.

## 5.Organisation

Within the academic year, children study geography in blocks, as outlined in the overall curriculum framework overview. This allows children to enhance their geographical knowledge and develop their geographical skills through focused daily learning, throughout the duration of each block. This model also promotes the achievement of a greater depth of understanding by the end of a unit. As children are organised into mixed-age classes, topics will be covered on a rolling 2-year cycle.

## 6.EYFS

Early years explore geographical themes in line with the EYFS framework. Children are guided to develop a sense of their physical world, as well as their community, through opportunities to explore, observe and find out about people, places, technology, and the environment. Children in this setting are also able to access our Forest School learning which we feel enhances their opportunities and experiences within geography.

## 7.KS1 and KS2

During Key Stage 1 pupils will investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places, and environments, and use geographical skills and resources such as maps and photographs. Pupils should develop knowledge about the world, the United Kingdom, and their local area. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Children will develop their **locational knowledge**; they will learn to name and locate the world's seven continents and five oceans. In addition, they will learn to name, locate, and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

They will also develop a greater understanding of place by comparing the geographical similarities and differences through studying the **human and physical geography** of a small area of the United Kingdom and then compare this with a non-European country. The specific geographical locations selected for these comparisons will be selected to link to other areas of the curriculum to allow for cross-curricular work and development. In addition to developing children's locational and place knowledge, they will have the opportunity to learn about human and physical geography. During this study, they will identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Children will develop **geographical skills and fieldwork skills**, through these three areas of study, where they learn to use world maps, atlases, and globes; simple compass directions; aerial photographs and plan perspectives to recognise landmarks and basic human and physical features and to use simple fieldwork and observational skills to study the geography of their local area.

During Key Stage 2 Pupils extend and develop their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America: studying the location and characteristics of a range of the world's most significant human and physical features. They continue to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

They extend their **locational knowledge** when they learn to locate and name European countries as well as North and South America countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. In addition to this, they extend their locational knowledge to be able to name and locate counties and cities of the United Kingdom, describing key geographical regions, human and physical characteristics, key topographical features, and land-use patterns. This is further extended to identify the position and significance of latitude, longitude, the Equator, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle and the Greenwich Meridian and time zones.

They will build on their **understanding of place** by comparing the geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom, a region of a European country (Italy) and a region within North or South America (The Amazon Basin).

In Key stage 2 **human and physical geography knowledge** is extended to allow children to develop an understanding of aspects of physical geography (investigating climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle) and human geography (learning about types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals, and water.)

Children will continue to develop **geographical skills and fieldwork skills**, through these three areas of study, where they learn to use maps, atlases and globes and digital/computer mapping; eight-point compass directions; four and six-figure grid references, symbols and keys and the Ordnance Survey maps. They will also use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

### **8. Equal Opportunities**

At Woore Primary and Nursery School, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need, or disability. Teachers use a range of strategies to ensure inclusion and to maintain a positive ethos where children demonstrate positive attitudes towards others. Support for specific individuals is well considered and planned for, to ensure that tasks provide learners with an appropriate level of challenge.

### **9. Inclusion**

All pupils are entitled to access the geography curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure an appropriate level of challenge. The school makes full use of additional adults who are deployed effectively to ensure that identified children can make progress in each curriculum area, according to their full potential.

Using KWL, teaching takes account of children's own interests to ensure topic relevance to all individual learners. Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging geography curriculum. This is supported through several links with places of geographical interest in the immediate and wider locality which engage the children further through contextual and practical learning activities. Forest school also provides an

opportunity for those struggling academically to excel in more practical-based learning.

### **10.Forest School**

At Woore Primary and Nursery School we are fortunate to have our own Forest school site within the grounds. All children (including Nursery pupils) access forest schools each week which is led by our forest school leader Mrs Battrick.

At forest school, learning happens in a fun and unconscious way by exploring, being creative and playing. Children have the opportunity to deepen their understanding of their immediate natural environment and are taught to foster and care for our world. This also enables fieldwork opportunities and a more practical approach to physical geography.

### **11.Gardening Club**

Our gardening club is organised by a team of local volunteers and is offered to all children across the school as a way of fostering their understanding of where our food comes from and encouraging a greater awareness of why it is important to care for our environment and local community. Pupils have established a growing area for fruit and vegetables along with a composting area to recycle waste.

### **12.Role of the Subject Leader**

The subject leader's responsibilities are:

- To ensure a high profile of the subject
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of geography when possible.
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by Head Teacher.
- To monitor planning and oversee the teaching of geography.
- To lead further improvement in and development of the subject as informed by effective subject overview.
- To ensure that the geography curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.

- To ensure that the geography curriculum take account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the geography curriculum.
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy; to attend regular opportunities for CPD, including local and trust subject leader meetings.

### **13. Monitoring and Reviewing of this Policy**

This profile was written and adapted by the Geography Subject Leader through the consensus and agreement of all teaching staff. It will be reviewed and adapted in line with Government guidelines and or changes to the teaching of geography at Woore Primary and Nursery School.