

Geography Rationale

National Curriculum Aims for Geography

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

National Curriculum Purpose for 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

EYFS – Understanding of the World

30-50M -Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.

40-60M -Looks closely at similarities, differences, patterns and change.

Early Learning Goal - Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Geography Rationale

Through the study of geography, the children at Follifoot and Spofforth will be encouraged and given the opportunity to make sense of their surroundings and extend their knowledge and interest to a fuller interpretation of the world in which they live. It is hoped that as our pupils grow to adulthood they will develop an enquiring mind, qualities of understanding and tolerance and greater appreciation of the natural and human world and their place in it.

| Intent | Implementation | Impact: to be reviewed at the end of each academic year |
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| At Follifoot and Spofforth, we aim for a high quality geography curriculum which should inspire in pupils a curiosity and fascination about the world and its people. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also want children to develop 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. We want children to enjoy and love learning about geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits. | In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of a half-termly or termly topic, focusing on knowledge and skills stated in the National Curriculum. At Follifoot and Spofforth, we ensure that geography has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences. | The impact and measure of this is to ensure that children at Follifoot and Spofforth are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future. |

Geographically Literate

Early Years Foundation Stage

At Spofforth and Follifoot the journey to becoming geographically literate begins in the Early Years. Our joint Reception class and nursery children access the Foundation Stage together. Our youngest pupils learn about geography within the EYFS area of learning known as 'Understanding of the World'. The objectives are set out in the Early Learning Goals which underpin the curriculum planning of children aged between three and five years old. These will be led by the children's interest and the 'here and how' gained from the observation, assessment and planning cycle.

Key Stage 1

At Follifoot and Spofforth pupils will develop knowledge about the world. The United Kingdom and their locality. They will 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. For example looking at the human and physical features of Follifoot

Key Stage 2

At Follifoot and Spofforth pupils will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, and other continents. This will include the location and characteristics of a range of the world's most significant human and physical features, for example Japan and the effects of earthquake on the country's human and physical geography.

Knowledge in Geography *Substantive knowledge concerns the key facts, concepts, principles and explanatory frameworks in a subject. Disciplinary knowledge is needed in order to think, process and understand the subject.*

Children will understand about key facts, concepts and principles relating to both physical and human Geography. For example rivers, mountains, volcanoes, earthquake and relate these facts and concepts to the impact on the UK geography as well as Europe and further afield.

In geography, children will develop their disciplinary knowledge throughout school through map skills, awareness of particular physical and human features, knowledge of location and place. They will then be able to process and make human and physical links understanding the subject as a whole.

Enquiry in Geography

Children will be able to enquire and use their knowledge to find out about the UK and other countries around the world and learn about how places adapt to certain physical challenges for example seasonal changes, earthquakes and volcanoes. Children will also use their knowledge of the local area around Spofforth and Follifoot to compare and contrast to other cultures and physical environments.

Creativity in Geography

Children will link their geographical knowledge and focus with other subjects for example in a presentation of another culture, an information sheet about volcanoes or within a local field trip. This can also promote thoughts about their own British values. Children will also have the opportunity to explore the traditions and culture of other countries through art. An example of this is painting Japanese landscapes in art. Children have the opportunity to create a visual representation of a geographical concept, for example making actual erupting volcanoes in design and technology.

Assessment in Geography

Tracking children's progress throughout their school life is vital in order to establish their acquisition of knowledge and skills. At the Federation of Follifoot & Spofforth, learning always starts with the children's prior knowledge and any misconceptions they may have. Class teachers decide upon the most appropriate age related way of obtaining the children's prior knowledge. Units of work are then personalised to the children.

Misconceptions that arise throughout the unit are identified and addressed appropriately by the teacher. As a Federation we are currently trialling exploring and trialling approaches to assessing children's recall of their learning to assess how effectively knowledge and skills have been embedded and mastered.