ALDER COPPICE PRIMARY SCHOOL

Achievement through Commitment

Geography Rationale

At Alder Coppice, we aim to inspire in pupils a curiosity and fascination about the world and its people. Our Geography Curriculum is designed to impart 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.

By studying Geography, pupils will think critically about the world and appreciate that geography is relevant to their lives, experiences and futures. Geography allows us to make sense of the world around us and shows the connections between human behaviours and our planet. Pupils will understand how people affect the environment and how environment affects people. We will inspire in pupils a curiosity and fascination about the world and its people, showing them the world is a global community.

The geography curriculum incorporates fundamental geographical knowledge and skills, which supports pupils' understanding of geographical locations, map skills, how landscapes vary across the world and the difference between human and physical geography and how these change over time. Concepts such as Human and Physical Features, Physical and Human Processes, Diversity and geographical Techniques are interwoven into each Unit of work to ensure key learning is revisited, in order to embed a deeper understanding.

In EYFS, pupils are provided with a range of opportunities to explore, observe and discover all about the people, places and cultures in their local environment. Opportunities for pupils to explore both the past and present of their locality, and focus on a range of elements of the natural world are provided alongside exploration of the features of their own immediate environment and how places vary. Throughout Early Years, pupils will build comparison skills and use these to compare locations, people, materials and living things which forms the foundations of their Geography journey as they progress through school. This journey continues to be developed in Key Stage 1, where the children embark on a sequence of learning that starts with the world pupils know: their own local environment followed by the United Kingdom (Year 1). As they 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. In Year 2, we expand the pupil's knowledge and understanding to the whole of the planet; they learn to locate and name the seven continents and the five oceans as well as focussing in on a contrasting location (Kenya) and comparing that with their own local area.

In Key Stage 2, pupils will further extend their knowledge and understanding beyond the local area by further contrasting the United Kingdom and Europe (Year 3) and North and South

America (Year 5) and a local study of North Wales (Year 6). This will support their understanding of place knowledge and the location and characteristics of a range of the world's most significant human and physical features.

Pupils will be introduced to tectonic processes in regards to mountains, volcanoes and earthquakes (Year 3) and hydrological and climatic processes in regards to water, weather and climate (Year 4). Following on from this, pupils continue to deepen their knowledge of physical processes when learning about Rivers (Year 4) and Biomes (Year 5).

In Year 6, pupils will explore migration, a current topic that is relevant to today's world, which utilises their knowledge of Settlements from Year 4, so pupils are able to approach this complex topic with a greater depth and breadth of knowledge. Another crucial part of a pupil's geographical education in KS2 is *fieldwork*, which exposes pupils to geographical research; therefore, a Fieldwork Unit has been intentionally incorporated at the end of KS2, in Year 6, to capitalise on their greater maturity and geographical knowledge.

Intent

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.

Our aims are for all pupils:

- To work as geographers through the use of maps, atlases and sources, which support them in understanding their place in the world, their locality and the wider world.
- To learn relevant vocabulary to describe the relationship between human and physical features and natural changes (physical processes) that happen over time.
- To understand the difference between natural and man-made geography and how both shape how countries interact with one another
- To understand the impact of global warming on the world and their role in combatting this
- To understand key human and physical geographical features of the world and describe how these have changed over time
- To be able to interpret a range of geographical information such as maps and diagrams

National Curriculum:

The national curriculum for geography aims to ensure that all pupils:

- 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.

Implementation

All of our Geography units of work include carefully considered links to prior learning to ensure pupils are building on their previous learning and forming essential schemas. At Alder Coppice we include a range of teaching strategies and techniques aimed at enhancing long term retention of substantive knowledge, including regular retrieval practice. The full details of these can be found in our *Curriculum Policy*. We plan to ensure pupils revisit key themes and concepts and retrieve key knowledge to support long-term memory, which will drive student progress and raise standards across the curriculum.

Some of the key strategies used to support the delivery of the curriculum are:

Knowledge Organisers – Knowledge Organisers are produced as part of each Unit of work and contain key information, such as key vocabulary, features of a place, diagrams and maps to support understanding, and are regularly referred to in a Unit of work. Pupils are encouraged to read and share information from these during lessons and help pupils to make links with their learning and digest essential knowledge.

Resource Booklets – These include a copy of the Knowledge Organiser, Retrieval Practice questions in the form of Do Now activities and Exit Ticket questions to practise key learning and any written activity or questions the pupils will answer to support their understanding of a Unit.

Key Vocabulary – As well as introducing pupils to key vocabulary on their Knowledge Organisers, pupils are exposed to challenging vocabulary during an 'Everybody Reads' session, where pupils are provided with opportunities to orally rehearse vocabulary, construct sentences and discuss the meaning of key words with their Learning Partners. This supports pupils with expanding their vocabulary knowledge and embedding new words so pupils have the confidence to use them independently in discussions or in written work.

Retrieval Practice – Throughout a Unit of work, pupils have the opportunity to retrieve prior learning and are supported to make connections and links across lessons or Units in order to support a mastery approach to learning.

Geography knowledge categories are interwoven into each Unit of work to ensure key learning is revisited, in order to consolidate geographical vocabulary and concepts year-on-year. These are - Location, Human and Physical Features, Human and Physical Processes, Diversity and geographical Techniques.

Details of specific units can be found in our Long Term Plan.

Impact

Pupils at Alder Coppice will be able to recall more and remember more as they progress through the geography curriculum. They will expand core geographical knowledge, deepen their conceptual understanding of people and environments on a variety of scales and have an understanding of the environment that shapes the world that we live in today. They will have developed the capacity to think creatively and critically about society and environments through analysing data and sources. The children will be well equipped to use these skills across other areas of learning that will allow them to progress further as they move away from primary education into Key Stage 3 and provide skills for life in the wider world.

To measure progress and understanding each Unit of work has an End of Unit Quiz, which is designed to ensure that core knowledge is retained. These quizzes are repeated on a regular basis in line with Rosenshine Principles to support retention in the long-term memory.

Do Now activities completed at the start of each lesson enables the teacher to assess how well pupils have retained key learning from previous lessons or Units of study. These activities ensure key knowledge is consistently called upon and where there are gaps, allows the teacher to identify them and to re-teach and recap where necessary.

The Geography Subject Leader regularly carries out book trawls and questions pupils to assess the progress of pupils' geographical knowledge and understanding of key concepts taught.