

# The Curriculum Intent and Implementation for Geography 'Small Village, Big Horizons'

**On the Road to Emmaus – Luke 24: 13 – 35**

**Two travellers are transformed and enriched by sharing their journey with a guide.**

Our distinctive Christian vision continues to underpin our aspiration to provide the highest educational standards possible in order to realise the potential of everyone in our school. The school has a clear Christian vision, which is rooted in our statement: Two travellers are transformed and enriched by sharing their journey with a guide. We view our work to be similar in making a difference to future lives. We travel together on our journey of transformation and commit our school to always being supportive, enriching and challenging.

## Intent

In our schools the teaching of geography inspires in pupils a curiosity and fascination about the world. Geography teaching at The Emmaus Federation focuses on enabling children to be 'Geographers'. Our curriculum is planned to ensure a geographical 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. Geographical knowledge is taught alongside the development of subject specific skills including being able to collect, analyse and communicate data gathered through field work, being able to interpret a range of sources of geographical information and to communicate geographical information.

The ambitions for our curriculum:

- **High aspirations permeate across the school.**
- **The school offers a host of cultural experiences and enrichment opportunities.**
- **Our pupils develop a love of life-long reading.**
- **British Values are an intrinsic part of the school.**

The study of geography plays a key role in these ambitions. Our strapline, Small Village, Big Horizons, demonstrates our intent that pupils will develop a broad and balanced view of the geography of the local and wider area, an understanding of how they fit into the wider world and the impact they can have on it, both intentional and unintentional. We see geography as a unifying subject because of its capacity to make effective connections across other subjects in the primary curriculum. Geography's fundamental role lies in helping children to understand the world, its environments and places near and far, and the processes that create and affect them. It encourages an appreciation of how the world works and of the interconnections between concepts such as scale, community, cultural diversity, interdependence and sustainability which builds on our development of British Values in our pupils. Geography is a subject that extends the possibilities for developing and applying language and mathematics and enriches the understanding of subjects from science and Geography to art and design.

Our geography teaching uses an enquiry process by asking and answering questions and using key vocabulary which both shapes their learning and allows pupils to learn for themselves.

### **Small Village, Big Horizons**

Examples of curriculum intent

<b>High aspirations</b>	<ul style="list-style-type: none"> <li>• High standards of expectations which are the same as core subjects.</li> <li>• Knowledge organisers ensure children are clear about their learning and challenge permeates throughout all geography teaching.</li> <li>• Questioning throughout the lesson that extend knowledge and tests for reliability.</li> <li>• Encourage children to embrace challenge, question themselves and enjoy working hard</li> </ul>
<b>Cultural experiences and Enrichment</b>	<ul style="list-style-type: none"> <li>• Links to virtual visits to local and national sites of geographical importance</li> <li>• Visits to local areas of geographical importance (Snipe dale, Boston land use surveys)</li> <li>• Children watch video representations of key historical events to develop further understanding</li> </ul>
<b>Life-long love of reading</b>	<ul style="list-style-type: none"> <li>• A range of non-fiction texts including source materials, atlases, aerial photographs used to interest and engage.</li> <li>• A range of geographical fiction books linked to the topic used as the basis for class reading and for text-based writing.</li> </ul>
<b>British Values</b> <ul style="list-style-type: none"> <li>• <b>Democracy</b></li> <li>• <b>Rule of Law</b></li> <li>• <b>Individual Liberty</b></li> <li>• <b>Tolerance &amp; Respect</b></li> </ul>	<ul style="list-style-type: none"> <li>• Resources and the environment-natural resources and exploitation/environmental impact</li> <li>• Worlds Kitchen-trade routes and fair trade, deforestation and environmental impact</li> <li>• Heroes-climate change and social responsibility</li> <li>• Sun, sea and sand-plastic pollution and social responsibility</li> <li>• Food, Glorious Food-global trade and interdependence</li> <li>• Climates and biomes-deforestation and social responsibility, sustainability</li> <li>• Rivers-pollution locally and globally, social responsibility</li> <li>• Land Use -trade and economic activity,</li> <li>• Mountains and  Deserts-impact of humans, responsible tourism</li> <li>• World's Kitchen-fair trade, democracy, interdependency,</li> <li>• Resources and the Environment-renewable energy, resource exploitation and social responsibility</li> </ul>

## Curriculum Knowledge

The geography curriculum is carefully structured and sequenced to ensure coverage and progression as the children move through the school. The curriculum is broken down into knowledge building blocks and the knowledge is sequenced and then built upon over time: what has been taught before and what the pupils' need to know to reach their end point - spiral progression. This is set out in more detail in our termly plans. The enquiry questions and the key vocabulary are implemented in our knowledge organisers and brought to life on working walls and within the learning objectives for the lesson.

There are specific curriculum areas of knowledge that build together to enable our children to become successful geographers. These are:

### 1. Placing locations in context

This includes an understanding of location of significant places both locally and globally.

### 2. A knowledge of place

This includes an understanding of geographical similarities and differences of both human and physical geographical features across the United Kingdom, Europe and wider

### **3. An understanding of geographical processes**

This covers key processes (such as erosion, settlement, water cycles, desertification, pollution, settlement etc) that affect and change the world around us.

### **4. Environmental change and sustainable development**

This ensures that the children recognise how the environment can be damaged or protected and consider their impact on the world.

### **5. Geographical concepts and vocabulary**

Understanding geographical concepts such as continuity and change, cause and consequence, similarity and difference and key geographical vocabulary such as topography, land-use, economic activity

### **6. Arguments and interpretations**

Using the information gained from geographical enquiries to develop an understanding of the connectivity of processes and events across the world.

## **Application of knowledge**

To enable our children to become successful geographers, we have identified the application of knowledge that will be needed. The application of knowledge for each area of geography studied is identified and this knowledge can then be applied across the whole of the curriculum so our children leave our school 'knowing more and being able to do more'. This is set out in more detail in our termly plans.

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- **Investigation;**
- **Expression;**
- **Interpretation;**
- **Application;**
- **Analysis;**
- **Synthesis**
- **Evaluation**

**INVESTIGATION** – in geography this includes:

- asking relevant questions;
- using a variety of sources to find out about events, people, processes and changes.
- carrying out fieldwork and observational skills to develop a greater place knowledge.

**EXPRESSION** – in geography this includes:

- the ability to recall, select and organise information.
- the ability to use key geographical vocabulary, data to describe and explain different aspects of human and physical geography.

**INTERPRETATION** – in geography this includes:

- the ability to draw meaning from maps, atlases, globes, and data collected through fieldwork.
- the ability to suggest meanings and draw conclusions from what they see.

**APPLICATION** – in geography this includes:

- making the association between aspects of life in different countries,
- considering the impact of human activities on the environment

**DISCERNMENT** – in geography this includes:

- explaining the importance of significant geographical events (earthquakes, erosion studies).
- developing insight into people, motives, actions and consequences.
- seeing clearly for themselves how individuals might learn from the study of geographical issues.

**ANALYSIS** – in geography this includes:

- distinguishing between opinion, belief and fact.

- using data to draw conclusions or suggest hypotheses.
- distinguishing between the features of both human and physical geography nationally and internationally by comparing and contrasting locations

**SYNTHESIS** – in geography this includes:

- understanding the interdependence of both human and physical aspects of the world
- connecting different aspects of life for people across different locations.

**EVALUATION** – in geography this includes:

- the ability to evaluate an event or process of significance with reference to evidence and argument.
- weighing up the respective evidence available and reach conclusions.

## **Processes for Effective Learning in Geography**

### **1. Identify questions.**

This covers identifying questions and defining enquiries, using a range of methods, media and sources. It includes the skill of investigation.

### **2. Plan and carry out enquiries.**

This includes carrying out and developing enquiries by gathering, comparing, interpreting, and analysing a range of information, ideas and viewpoints.

### **3. Present and explain findings.**

This involves expressing and explaining ideas and feelings, suggesting interpretations of findings and analysing the range of information.

### **4. Empathise and reflect.**

This involves using empathy, critical thought and reflection to consider their learning and how they feel about it.

### **5. Evaluate.**

This involves evaluating their learning and considering how it might apply to their own lives.

## **The Daily Implementation of Geography at The Emmaus Federation**

- Knowledge Organisers: Children have access to key knowledge, language and meanings to understand Geography and to use these skills across the curriculum.
- Working Walls: Geography Working Walls throughout school focus on key knowledge, vocabulary and questions and exemplify the terminology used throughout the teaching of Geography.
- Subject specific vocabulary: Identified through knowledge organisers and working walls and highlighted to the children at the beginning of and during lessons.

- EYFS: Reception children are given a secure grounding in the Prime Areas of learning, ensuring they have a good foundation on which to build through the specific areas, including understanding the World. Areas of provision are enhanced to ensure vocabulary understanding and extension and develop understanding of the world around them.
- Books: Children will have access to a growing variety of subject specific fiction and non-fiction books, available in Geography lessons, other lessons and in the class book area. Wherever possible, text-based writing will link to the Geography being taught.
- Use of artefacts: Where possible we use artefacts for children to explore and investigate. We believe that handling real objects enhanced the children's geographical knowledge, understanding and skills.
- Consistent teaching sequence: Geography lessons will include a range of learning opportunities including putting the learning in the big picture, placing of the Geography being studied in the context of previous learning, a brief review of learning covered in previous lesson/s, specifying key vocabulary to be used and its meaning, conducting geographical enquiry using a variety of sources and / or artefacts, pupils interpreting their findings and communicating their geographical knowledge and understanding appropriately, before evaluating their learning and comparing with other geographical topics studied as appropriate.
- Learning environment: The learning environment is designed to ensure children develop their Geography knowledge and continue to know more and remember more. Working walls are key drivers to this, with teachers referring to them during lessons.
- Research: Children will be asked to research geographical aspects of their learning independently. This allows the children to have ownership over their curriculum and lead their own learning in Geography.
- Basic skills -English, Maths and ICT skills are taught during discrete lessons but are revisited in Geography so children can apply and embed the skills they have learnt in a purposeful context. The expectation is that standards in writing in Geography are comparable with standards in English lessons.
- Cultural Capital - We plan visits, visitors and in-school WOW days to provide first-hand experiences for the children to support and develop their learning.

## Impact

Learning ABOUT geography also enables learning FROM geography. It will:

- ❖ Develop increasingly critical and analytical thinkers.
  - ❖ Increase their understanding of their place in the world.
  - ❖ Develop and use skills of enquiry, analysis, interpretation and evaluation.
  - ❖ Develop an interest in the wider world around them.
  - ❖ Develop a sense of identity through learning about how they can impact on the wider world.
  - ❖ Develop a love of reading through the use of geography-based fiction and nonfiction sources,
- ❖ Forge an understanding of British values of respect and tolerance of others and a sense of cultural capital which places their geographical knowledge in context.
  - ❖ Explain not only about the world but also how it works, how it fits together and how to make a difference and become positive contributors to it.
  - ❖ Allow lessons from geography to influence the decisions they make,
  - ❖ Ensure the children develop the key skills of geographical enquiry, outdoor learning and fieldwork, children's personal geographies, spatial awareness, mapwork and physical, human and environmental geography.  
Allow the children to compare and contrast their lives in Swineshead with other local, national and international areas.
  - ❖ Ensure children know more, remember more and understand more.

