



Geography

Intent

Our primary aspirations in Geography are to engender both an awareness and appreciation of the world around them: people, places where they live and further afield. We want them to explore, discover, find similarities and differences and have an appreciation of how the world is changing & has changed in the past. We will endeavour to equip our pupils with the knowledge and understanding to have views on current issues such as sustainability, interdependence and diversity. Our curriculum builds progressively to enable our children to develop essential geographic knowledge and skills - which are transferable. This allows our pupils to understand the relationship between Geography and other areas of the curriculum and our school Christian values.

Pupils will:

- Develop knowledge of the local area, England and the wider world- both land and sea.
- Understand the natural world and how humans interact with it
- Identify how the world changes over time including natural changes - volcanoes and human changes - development of settlements
- Participate in field work to collect, analyse and communicate data
- Learn to read and analyse geographical information - maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Use cross curricular skills to demonstrate geographical learning by drawing maps, presenting graphs and extended writing

Implementation

Geography is taught across all years as a discrete subject but also at times integrated across topics. There is a progression of knowledge - from the children having an awareness of their class and school in Reception, to work primarily based on the local area in Year 1. As the children progress through KS1 and into KS2, previous learning is recapped and built on and the children move onto learning more about England, Europe and the wider world.

KS1- geography focuses on Portsmouth as a coastal city, brought alive through trips to the dockyard, the harbour and across to the Isle of Wight. Lessons also develop a knowledge of countries and oceans as well as looking at climates and weather around the world. A comparison is made between England and India which also links with studies in RE and Hinduism.

Lower KS2- children look at the local area to consider changes and developments to the dockyard and coastline eg Gunwharf. Practical and outdoor learning, develops the children's knowledge and understanding of mountains, rivers and coastlines. As part of our study of the Stone Age, children visit Butser Hill and look at early local settlements. This feeds in to work on further changes in European and British settlements of the Anglo Saxons and Vikings. The European study is Italy (linked to history unit on the Romans) where physical and human geography is compared and contrasted to areas of the USA.

Upper KS2- the topic of rivers is revisited and extended, by looking at rivers of the world with an in-depth study of the Nile. World geography builds on the ocean learning from KS1, through the topic on the transatlantic slave trade and Elizabethan trading routes. Work linking to Yr3/4 study on Italy (Vesuvius) is built on within the unit on volcanoes and earthquakes. Biomes, climate change, ecology

and deforestation are explored through an in-depth study of rainforests. Practical map work and orienteering take place with a visit to Queen Elizabeth Country Park.

Impact

The geography curriculum is designed to not only motivate and enthuse children at St George's but ensure progress over time across key stages, relative to individual starting points and the progression of knowledge and skills. We aim that pupils will reach at least age-related expectations for geography and upon leaving for secondary school, children will be equipped with the skills, knowledge and understanding to confidently continue their geography learning journey. Outcomes in geography and literacy books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge relating to each of the identified national curriculum strands, as appropriate to key stage; locational knowledge, place knowledge and human and physical geography. This is in addition to the development and application of key skills, supported by fieldwork.

As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context. Geographical understanding, as well as children's spiritual, moral, social and cultural development is further supported by the school's links and contact with St George's Church and the Portsmouth Diocese, the historic dockyard, the old Beneficial School and local MPs, councillors and fund-raising groups.

Assessment of prior knowledge is established before a unit is taught, to enable teachers to adjust planning as necessary. A progression of skills are assessed against at the end of a term through discussion with children and these are recorded – in child speak – at the back of their books as well as on the school online system - OTrack. End of unit assessment tasks are given to the children so they can show what they have learnt in geography at the end of a unit. These are designed so the children can recall and use prior geographical knowledge as well as that learnt during a specific unit. For example, in upper juniors the children will be asked to write and present a tour down the Nile as a holiday representative and in lower juniors they are asked to make a persuasive presentation on visiting their own made up country.