

At Green Ridge, we want to encourage and develop our children's curiosity about the natural and human world around them locally and worldwide so they can begin to understand their place in it and promote children's spiritual, moral, social and cultural



Intent – what we aim to do

development. We provide opportunities for children to investigate the interaction between key human and physical processes and how these change over time.

Promote a love and understanding of the world around us.

Develop knowledge of human and physical characteristics of significant places around the world

Develop knowledge of the location of significant places around the world

Develop geographical skills: Collect, analyse and interpretation information. Interpret a range of sources.

Communicate findings and information.

Conduct fieldwork

Use and understand a range of geographical vocabulary



Implementation – how do we achieve our aims?

We use the National Curriculum as a basis for our programme of study for Key Stage One and Key Stage Two. We have chosen not to use a scheme of work for Geography, in order to ensure that we tailor the knowledge and skills we want our children to gain at Green Ridge to the needs of our pupils and our locality. Geography is taught weekly in 1 or 2 terms a year and as part of a termly unit of learning, focusing on knowledge and skills stated in the National Curriculum. It is important to enable all children to gain 'real-life' experiences. For example, using the local area to follow maps in Key Stage 1, to comparing the similarities and differences in environments and communities in Lower Key Stage 2, through to debating world issues on pollution in Upper Key Stage 2. Geography is taught as a discrete subject, however cross-curricular links have been planned where appropriate.

Planning/ Sequencing

KS1: Study a small area in the UK. Identify human and physical features use simple maps and aerial photos. Children study hot and cold areas in the world, weather patterns and seasons. They study the capital cities of the UK countries as well as the surrounding seas. This is developed by looking at key physical and human features in the UK countries. Using simple compass directions and comparing Aylesbury with a Scottish Island. Children extend their knowledge of the UK through identifying major cities and topical features. Types of settlement and land use, 8 compass points. Children move on to compare the UK with /Mexico looking at climate, settlement, rivers and mountains. Then looking at mountains rivers, trade links and the water cycle. Later, children identify main European countries. Mountains, volcanoes and earthquakes

Map Skills

Children, across the curriculum use globes atlases, aerial photos and digimaps to explore human and physical characteristics and to identify landmarks.

Year 2 draw a map of the school

There are opportunities to label maps of the UK and the world according to the year group focus.

KS1 use 4 compass points developing to 8 compass points in year 3



Implementation – (continued)

Structure of a lesson



Lessons are planned weekly within a termly unit of work. Previous learning is revisited as a starter. (Previous week and previous topic). Next steps are recorded. The vocabulary for the lesson is introduced along with key questions. The Learning intention and work is recorded in a Geography books across the school with the exception of early years. Here the curriculum is covered through the understanding the world specific strand. A review of learning finishes the lesson.

Geography in EYFS

Trips

KS2- FSC Amersham (field study council) cross curriculum with science.

KS 1- seaside trip

The Early Learning Goals that link to the skills and knowledge in Geography is Understanding the World:

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



10 min – next steps/review



5 min – Hook



15 min – Teaching input inc vocabulary



10 min – Guided practice



15 min – Independent application



5 min – Review of learning



Assessment



Children are assessed weekly at the review stage of the lesson through questions and quizzes. They are also formally assessed at the end of units using the geographical strands linked to the assessment documents of the units being taught. Teacher use information gathered from low-stake quizzes and end of term assessments to influence their "next steps" at the beginning of a future lesson. These next steps address misconceptions and give opportunities for stretch.

SMSC + British Values

We aim to promote British values and SMSC through our Geography curriculum:

- Where children are learning about their locality and how people can contribute positively.
- Children explore issues in the local environment and abroad, ask questions and contribute to ideas for solving issues.
- We promote the value of opinions and democracy through listening to viewpoints and learning about countries around the world.
- Children develop a geographical understanding in relation to human themes; how human interact with each other and the natural world developing an appreciation for cultures, a respect for people around the world and the environment.





Implementation – (continued)

Substantive Knowledge

Location knowledge: children will learn where and name significant places in their locality, the UK and the wider world. They will learn about the human and physical features of these locations, how they interconnect and change over time.

Place knowledge: children will compare contrasting localities with respect to resources, population human and physical features

Human and physical processes: climate zones, earthquakes, settlement patterns.



Retrieval Practice

In Geography, weekly lessons all start with a recap of knowledge or skills from the previous lesson and the previous topic to ensure 'sticky' learning. Review of learning takes place towards the end of lessons or as pit stops during lessons to ensure understanding,



Adaptive Teaching

As per our teaching and learning framework, adaptive teaching is used to ensure all learners can apply their knowledge, make progress and apply their knowledge to independent application. Adaptive teaching in Geography may have scaffolds for writing.

Adapted record sheets for field work.

Use of technology to access maps.



Impact – how will we know we achieved our aims?

Children can use geographical vocabulary appropriate to their study

Children are confident to ask questions and know how to research answers

Children can name significant places around the world including seas, continents UK capital cities

Children can name human and physical features

Children can discuss the differences between localities

Children can interpret data charts and read maps and aerial photos

Children can conduct field work- measuring, recording data

Whole School Overview 2023-2024

	Autumn	Spring	Summer
Year One		Where do different animals live?	The Seaside
Year Two		Geographical skills and fieldwork	Near and Far
Year Three			Great British Road Trip
Year Four	Maya civilisation		Passport to Europe
Year Five	Rivers, mountains and the water cycle	The Nile	
Year Six		Study of human and physical geography of a European country (Greece)	Volcanoes and Earthquakes