



Woodfield Primary School Geography Rationale

Intent

At Woodfield Primary and Nursery School, our *Geography* curriculum is designed to develop children's curiosity and fascination about the world and it's people, that will remain with them for the rest of their lives.

During their time at our school, children will develop their understanding of the 'Big Ideas' of settlement, diversity, climate, interconnection, scale, land use, trade, landscape, landform, resources and sustainability. which fall under the three overarching concepts of Place, Space and Environment. They will study these 'Big Ideas' throughout their geographical learning journey at Woodfield, revisiting them and developing their ideas and building on key knowledge.

Children will investigate a range of places - locally, in Britain and abroad - to help develop their knowledge and understanding of the Earth's physical and human processes. In addition, we are committed to providing children with opportunities to investigate and make enquiries about their local area of Whitleigh and Plymouth so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special.

Implementation

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Through high quality teaching, we ensure that our geography curriculum includes, as a minimum, the aims from the *Geography National Curriculum*. It has been deliberately designed so that knowledge, concepts and skills are built upon progressively from EYFS to Year 6.

In EYFS, the children focus upon their immediate environment, engaging with their seasonal surroundings, e.g. the leaf fall of autumn, using the ideals of Ferre Laevers where they experience the natural, beautiful and engaging world. Furthermore, children will develop an understanding of their world, which focuses on the individual child, their immediate family and the people who care for them and keep them safe.

As children move through the school, they will build on this knowledge in a widening field, looking initially at the human and physical geography of their immediate environment and then moving outwards to encapsulate the wider world. Children will use an ever-increasing breadth of knowledge to ask and answer questions about the world around them; they will begin to develop good locational knowledge and will be confident discussing geographical features of the areas they have studied using geographical terminology and vocabulary. *Geographical enquiry* and skills will underpin all learning.

Children will be opportunities to discuss geographical similarities and differences through studying contrasting regions and will use a wide range of

	<p>geographical vocabulary to share their ideas. All areas taught will support children's development of enquiry as we recognise that it is a dynamic and active ingredient in children's learning and understanding of the world.</p> <p>Teachers plan sequences of lessons which purposefully build progression and depth. An age-appropriate knowledge organiser, outlining the knowledge (including vocabulary) that all children must learn and apply in lessons, as well as a graphic organiser is used to support children in embedding their knowledge into their long-term memory. Progressive, tiered vocabulary is built into every unit. Strategies to reinforce the embedding of knowledge and vocabulary include dual coding and retrieval practice. Oracy underpins all learning with opportunities to discuss, debate, share ideas and opinions planned in. Within all lessons, there are opportunities for all children to aim high and achieve success.</p> <p>For all children, our Geography curriculum is enriched by fieldwork opportunities which enable children to deepen their understanding of their locality, the world around them, their geographical vocabulary, geographical processes, and the impact of human interaction with the physical environment.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Impact</p>	<p><u>Impact:</u></p> <p>Our Geography curriculum has been structured to enable children to know more, remember more and do more and is assessed against the planned outcomes and national curriculum content. Children talk with fluency about geographical concepts, asking and answering pertinent questions and using language effectively to convey their ideas. They use their knowledge to convey their understanding of a place and how the people there interact with their environment.</p> <p>Assessment is formative and responsive. We measure the impact of our curriculum through the following methods:</p> <ul style="list-style-type: none"> • Assessment for Learning - classroom practice - e.g. questioning, formative feedback and response • Retrieval through low stakes quizzes • Oracy reflections at the end of each lesson are used to consolidate the knowledge they have acquired throughout the lesson and will support the children in answering the 'Big Question'. • Assessments, using the Trivium Continuum - recall, explore and question, and share and communicate (Martin Robinson), are used at the end of each unit of learning. <p>The progression document and summative assessments will also support the age-related assessment given at the end of the year to parents/carers on reports. This is then used to inform any interventions and responses in following lessons. Our geography curriculum provides the children with knowledge and skills that will support them in KS3.</p>