

# Geography at Offley Endowed Primary School and Nursery



Intent – through our teaching of geography we aim to:

Foster a sense of responsibility for the earth and its resources.

Increase their knowledge and understanding of the features and processes of the physical world.

Increase knowledge and understanding of human geographical features and processes.

Encourage pupils to ask questions and propose solutions to environmental problems.

Develop pupils' competence in specific geographical skills.

## Implementation

### National Curriculum - Breadth of Study

Geography is a foundation subject in the National Curriculum 2014. The school's geography curriculum is based on the fundamental knowledge, skills and understanding of the subject that are set out in the National Curriculum programmes of study. Underlying all aspects of the curriculum at Offley is the principle that geography investigates human and physical features and processes and considers how these features and processes in turn impact on people and the environment.

### Supporting Documents

Alongside the National Curriculum, we use a series of documents to underpin the programme of study and describe the knowledge, skills, understanding and vocabulary that are expected at each age and stage.

1. The Long-Term Plan provides a year on year overview of the topics that are covered across the school.
2. The Progression Map details the expected development of knowledge, geographical skills and understanding from EYFS to year 6 and is used to plan age appropriate lessons, to set targets and make accurate assessments.
3. Geographical Vocabulary document lists the vocabulary that will be introduced each year from EYFS to year 6 in order to support all children to develop a rich and precise vocabulary.
4. Fundamental facts document lists key geographical facts that are taught, reinforced and revised in each topic in order to develop a solid foundation of geographical knowledge.

### Planning

When planning a topic, teachers plan programmes of study that provide children with a body of knowledge related to that topic and opportunities to develop the geographical skills appropriate to their age and level of attainment. Topic targets are mapped onto the geography skills progression map to ensure that teaching is correctly addressing and developing the children's skills and understanding. This also ensures that assessment against the targets is precise and meaningful as targets directly link to progression statements.

### Cross-curricular links

At Offley, Geography is taught as a discrete subject under the umbrella of a wider topic. Close cross-curricular links are made with geography, art, D&T, SMCS and literacy. In addition, opportunities to make links with other subject areas are taken wherever possible.

## Building an understanding of 'one world'.



Whilst each topic comprises unique knowledge and addresses issues and significant processes specific to that topic, the study of geography is essentially the study of humans and their environment. The concept of connectivity and the relationship between physical and human processes is explored throughout the geography curriculum under the banner of 'one world'. Examples of this teaching include the use of the 'one well' metaphor to describe Earth's water resource, teaching about the global food trade and Fairtrade practices and investigating the production and use of energy around the world. By regularly returning to this theme and making links to previous learning, children build a body of knowledge to draw on and the tools to apply their knowledge to new learning. It encourages the children to see themselves as global citizens and to take a responsible attitude to their role as producers and consumers.

Impact – determines to what extent the intent of the programme has been achieved. This will be monitored through a combination of factors including assessment against progression related targets, looking at children's work, pupil voice, classroom displays, medium term plans and topic overviews.

When leaving the school children should:

Understand that they have a role in maintaining our environment and that their actions impact the world in which they live.

Demonstrate an understanding of the major physical features of the Earth and related processes.

Demonstrate an understanding of human geography including the concept of 'one world' and global connections.

Understand some of the key issues and current thinking around climate change and the environmental impact of human activity.

Create own fieldwork project, describe method, determine data required, collect and analyse.