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At Spring Hill Geography is ...the world around us and it's physical and human features.

Intent, implementation and impact of our Geography Curriculum

Our Geography Lead is Mrs Wilson

At Spring Hill Community Primary School, we believe that Geography helps to provoke and answer questions about the natural and human worlds, encouraging children to develop a greater understanding of their world and their place in it. Our intent within Geography is for the curriculum to promote curiosity about the world for our children. We aim to equip all children with the skills to ‘think like a geographer’.

Our aims are to fulfil the requirements of the National Curriculum for Geography

Ensuring the progressive development of Geographical concepts, knowledge and skills  
Provide a geographically curious environment to allow children to develop a love for Geography.

## Intent

We aim for a high-quality Geography curriculum which should inspire in pupils a curiosity and fascination about the world and its people. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. Alongside this key knowledge, we also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We want children to enjoy and love learning about Geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits. We aim for Geography to take place both inside and outside of the classroom. We intend to promote children’s interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes as they develop into active global citizens.

As children progress through EYFS, KS1 and KS2 we want them to:

* Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
* Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

We want children to be competent in the geographical skills needed to:

* Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
* Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
* Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## Implementation

In ensuring high standards of teaching and learning in Geography, we implement a bespoke curriculum that is progressive throughout the whole school. Geography is taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum. At Spring Hill we ensure that Geography has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain ‘real-life’ experiences. For example, using small world figures to create maps in Key Stage 1, exploring the key geographical features of the local area in Lower Key Stage 2, through to an in-depth study of a tropical rainforest and other biomes in Upper Key Stage 2. Trips and visiting experts are carefully planned in to further develop our children as geographers.

## Impact

We aim to ensure that children at our school are equipped with geographical knowledge and skills that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about Geography, therefore encouraging them to undertake new life experiences now and in the future. Our Geography curriculum aims to create Geographers of the future who will bring about change in the wider world. Our children will have the knowledge and skills to make a change in the wider world through the exploration of real life debates and issues.

## Teaching and Learning Geography in the Early Years

We teach geography in Reception classes as an integral part of the topic work covered during the year. Geography in reception is taught in-line with EYFS framework. Geography contributes to a child’s personal and social development about understanding the world and the places in it. Focusing on people from different cultures increase a child’s knowledge and understanding of the world. Reception class also use visitors and practical hands-on resources to bring geography alive and develop fieldwork skills.

## Key Stage One and Two Curriculum

At Spring Hill Primary school, teachers implement a range of teaching methods in Geography to meet the needs of the children in their class. Methods that teachers adopt enable children to access a range of resources to develop their geographical knowledge and understanding.

Teachers utilise many different techniques such as:

* Knowledge provided by the teacher.
* Use of the school grounds and local area for fieldwork.
* Individual and group enquiry.
* Use of atlases, maps, photographs and videos.
* Use of ICT to aid research and for use of maps.
* Role play and drama-based activities
* Creative activities such as building models, creating maps and aerial views using different materials and showing routes.
* Visits to places to support a topic and development of skills, where possible.

An enquiry approach should be adopted whereby children are encouraged to ask geographical questions to find the answers they need or to use resources provided to investigate further and find out.

## Resources

The following resources are available to aid the teaching of geography at Brindle Gregson Lane Primary School;

* Knowledge and skills progression map.
* Map Quest

## Assessment

Teacher assessment during the delivery of lessons and flashback power points. At the end of every unit, children will complete the assessment as outline in the assessment overview. This data is then analysed by the subject leader.

## Equal opportunities

Activities should be carefully planned by the class teacher and be differentiated where appropriate for children with SEN and equally more able and Gifted and Talented children. All resources/materials have been reviewed in line with understanding of protected characteristics. Pupils will be encouraged to value social and cultural diversity through geographical experiences. They will listen to, and participate in, a variety of experiences in a positive and constructive way.

## Inclusion

We recognise that in all classes, children have a wide range of geographical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

* setting tasks which are open-ended and can have a variety of responses;
* setting tasks of increasing difficulty;
* grouping children in mixed ability groups;
* providing resources of different complexity, depending on the ability of the child;
* use of adults to support the work of individuals or groups of children.

## Equalities

At Spring Hill Community Primary School, we are committed to creating an inclusive and equitable environment where all children, regardless of their background or protected characteristics, are treated with respect and dignity. We have taken several measures to eliminate discrimination and other prohibited conduct in accordance with the Equality Act 2010. At Spring Hill Primary School, we see the need for a positive and effective equality. More information on this is available in our Equality policy.

## Role of the Subject Leader

The coordination and planning of the geography curriculum are the responsibility of the subject leader, who also:

* keeps colleagues and school governors informed about developments in geography and provides a strategic lead and direction for the subject;
* discusses progress with the Head Teacher and evaluates strengths and weaknesses in geography;
* reviews the success of the geography curriculum and review evidence of children’s work;