



Why do we teach Geography at Swineshead St Mary's?

We use the strap-line, "Small Village, Big Horizons" to articulate our vision for the school. This is because Lincolnshire is an isolated area-in terms of transport, culture and location. We want our curriculum to expand the experiences and ambitions of our pupils. We want our pupils to learn about local knowledge alongside national and global information. For example, the local area is explored through the history of the Pilgrim Fathers or pupils are able to compare and contrast our local environment with that of English cities and places across the wider world, such as America and Eastern Europe (the latter because many of our children are from countries in eastern Europe).

Geography at Swineshead St Mary's plans to give all pupils a broad and balanced view of the geography of the local and wider area, an understanding of how they fit into the wider world and the impact they can have on it, both intentional and unintentional. We see geography as a unifying subject because of its capacity to make effective connections across other subjects in the primary curriculum. Geography's fundamental role lies in helping children to understand the world, its environments and places near and far, and the processes that create and affect them. It encourages an appreciation of how the world works and of the interconnections between concepts such as scale, community, cultural diversity, interdependence and sustainability. Geography is a subject that extends the possibilities for developing and applying language and mathematics, and enriches the understanding of subjects from science and Geography to art and design.

As a required curriculum subject, we know that it is important that geography is not only given appropriate time, but is also identified clearly so it is not seen as "topic" work but as a clear subject in its own right.

Intent

The aim of our geography curriculum is to deliver a curriculum which is accessible to all and will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this, they will not only develop skills in, but also beyond, the geography curriculum.

- Develop increasingly critical and analytical thinkers
- Increase their understanding of their place in the world
- Develop and use skills of enquiry, analysis, interpretation and evaluation
- Develop an interest in the wider world around them
- Develop a sense of identity through learning about how they can impact on the wider world.
- To develop a love of reading through the use of geography based fiction and non-fiction sources, an understanding of British values of respect and tolerance of others and a sense of cultural capital which places their geographical knowledge in context.

The Geography curriculum at Swineshead St Mary's covers not only the statutory elements of the National curriculum but also units which allow the children to compare and contrast their lives in Swineshead with other local, national and international areas.

Implementation

As part of our curriculum implementation, we use

- Knowledge Organisers: Children have access to key knowledge, language and meanings to understand Geography and to use these skills across the curriculum.
- Working Walls: Geography Working Walls throughout school focus on key knowledge, vocabulary and questions and exemplify the terminology used throughout the teaching of Geography.
- Subject specific vocabulary: Identified through knowledge organisers and working walls and highlighted to the children at the beginning of and during lessons.
- EYFS: Reception children are given a secure grounding in the Prime Areas of learning, ensuring they have a good foundation on which to build through the specific areas, including understanding the World. Areas of provision are enhanced to ensure vocabulary understanding and extension, and develop understanding of the world around them
- Books: Children will have access to a growing variety of subject specific fiction and non-fiction books, available in Geography lessons, other lessons and in the class book area. Wherever possible, text-based writing will link to the Geography being taught.
- Use of artefacts: Where possible we use artefacts for children to explore and investigate. We believe that handling real objects enhanced the children's geographical knowledge, understanding and skills.
- Consistent teaching sequence: Geography lessons will include a range of learning opportunities including putting the learning in the big picture, placing of the

Geography being studied in the context of previous learning, a brief review of learning covered in previous lesson/s, specifying key vocabulary to be used and its meaning, conducting geographical enquiry using a variety of sources and / or artefacts, pupils interpreting their findings and communicating their geographical knowledge and understanding appropriately, before evaluating their learning and comparing with other geographical topics studied as appropriate.

- Learning environment: The learning environment is designed to ensure children develop their Geography knowledge and continue to know more and remember more. Working walls are key drivers to this, with teachers referring to them during lessons
- Research: Children will be asked to research geographical aspects of their learning independently. This allows the children to have ownership over their curriculum and lead their own learning in Geography.
- Basic skills -English, Maths and ICT skills are taught during discrete lessons but are revisited in Geography so children can apply and embed the skills they have learnt in a purposeful context. The expectation is that standards in writing in Geography are comparable with standards in English lessons
- Cultural Capital - We plan visits, visitors and in-school WOW days to provide first-hand experiences for the children to support and develop their learning.

We set our children high expectations in terms of knowledge and skills and the curriculum is designed to address both, through the use of knowledge organisers which set out the key expectations for each topic and through a mix of practical and theoretical work. We offer field trips to broaden the experiences our children receive and add to the opportunities available to them. We use geographical based information texts to stimulate the children's interests and ensure that the curriculum enables the children to compare and contrast their local environment with different environments, both physical and man-made, across the world and consider how what they do might impact on others in different countries.

Geography at Swineshead includes aspects of geographical enquiry, outdoor learning and fieldwork, children's personal geographies, spatial awareness, mapwork and physical, human and environmental geography. These are used to deepen children's understanding of challenging and, at times, controversial concepts.

Conducting **geographical enquiries** develops proficiency in asking relevant questions, collecting and analysing data, and drawing conclusions. Children in Reception and Year 1 can make simple tally charts about features passed on their journey to school and consider what this information tells them, while Year 5 and 6 pupils learn to interpret land uses in the local area from Ordnance Survey maps.

Enquiry is often supported through **outdoor learning**, by employing **fieldwork skills**. Geography provides opportunities for learning in the environment as well as from it, about it and for it (For example, investigating problems affecting traffic and parking or the accessibility for everyone of public transport and to shops and services is undertaken through well-planned fieldwork in the local area and through a visit to another locality. Fieldwork contributes to learning about the outdoor environment, through children developing their knowledge and understanding in the environment and their sense of responsibility and a desire to care for – even improve – what is around them.

Children's **personal geographies** – individual to each child – can be compared, contrasted and brought together to provide insight into the nature, variety and lives of the neighbourhoods and communities in a school's catchment area and beyond. This involves the consideration of resolutions for potential issues (linking with social, moral, spiritual and cultural (SMSC) education), and encourages oracy and expression through writing, debating and persuasion.

Scientific and mathematical investigations contribute to understanding the physical environment when investigating the location and distribution of local land uses and river formation and in mapping patterns of housing and services. Learning that interconnects subjects gives greater meaning and significance to enquiries and, in presenting findings, subjects such as art and design are engaged through modelling, map-making and informative displays. Children can apply and adapt their developing subject understanding and skills to propose ideas and solutions to topics raised through their learning.

An important aspect of the school curriculum is the development of children's **spatial awareness** in and about the environment. Studying locations, places and environments develops children's sense of place and space in the world at a range of scales. The Swineshead curriculum focuses on the place of the children within the local area, the wider community and on a global scale. Studies of human and natural features and phenomena develop children's spatial awareness. They may examine the location and distribution of features, whether of local features or of volcanoes globally, to notice and map their patterns, leading them to consider the reasons for and impacts of these and to ask further questions to investigate.

Maps are the 'tool' of the geographer – the medium through which geography is recorded, analysed and communicated. Developing the skills of decoding, interpreting, comprehending and analysing information and messages from maps is invaluable, not simply to understand where you are and find your way but to recognise the features and aspects of both urban and rural areas. Map skills enable children to demonstrate their understanding through non-text media, a vital skill that appeals to children in an increasingly visual age. Harnessing such skills helps children to understand what is happening in an area, tying together the past, the present and what may occur in the future.

Environmental geography enables children to know more about their physical and human world and the interplay of those two for environmental management and sustainability. Children can begin to understand the potential of their role and the impact that they might have through their actions and interests, as primary geography takes them beyond their immediate world and what they currently know to deepen their environmental knowledge and care for their environment

Impact

Through active engagement in primary geography, children are enabled to:

- learn not only about the world but also how it works, how it fits together and how to make a difference and become positive contributors to it.
- Learn lessons from geography to influence the decisions they make

- Use the key skills of geographical enquiry, outdoor learning and fieldwork, children's personal geographies, spatial awareness, mapwork and physical, human and environmental geography.
- Know more, remember more and understand more