

## Geography

### Intent:

The geography curriculum at Hunningley Primary Academy provides children with a relevant and coherent knowledge of the world and their place in it, through the framework of three vertical concepts. Beginning first with the National Curriculum, we have designed our curriculum as a progressive model around these vertical concepts which provide a concrete lens through which to study and contextualise geography, as well as small steps to help pupils to gain a deep understanding of complex, abstract ideas:

### **Space and Place**

Developing an understanding of space through ideas related to location, distribution, pattern and distance.

Developing a sense of place and character through ideas related to identity, home, community, landscapes and diversity, and examining a range of case studies from across the globe.

### **Physical Processes**

How the Earth's natural processes shape and change the surface of the Earth. This includes both Geology & Earth Science aspects, such as the structure of the Earth and physical features we see on the land, as well as Environmental Science aspects, such as the weather and our changing climate. Both of these are threaded through the science curriculum too.

### **Human Processes**

The processes and phenomena that are caused by or relate to people, including our Use of Resources; the distribution and changes to the Population & Communities; and the features of the Economy & Development.

Our curriculum is designed in a way that embeds core disciplinary knowledge and the ability to approach challenging, geographically-valid enquiry questions. It equips children with sufficient knowledge to think, act and work like professional geographers.

Our curriculum is designed in way which creates excitement for geography, that inspires a curiosity to learn more about the world and their place in it and provides opportunities for children to see themselves reflected in the curriculum and others who they may not ordinarily encounter through our review of content to ensure it is truly inclusive and diverse. In addition to classroom-based learning, we incorporate outdoor learning and Forest School principles to deepen pupils' geographical understanding. These experiences allow children to explore physical and human geography in real-world contexts, fostering curiosity and supporting long-term retention. Fieldwork and outdoor educational can significantly enhance students' cognitive skills and long-term memory retention. These experiences help children make deeper connections with curriculum content by engaging multiple senses and providing real-world context. It is especially beneficial for disadvantaged pupils, helping to build cultural capital and close learning gaps through hands-on, inclusive experiences

### Implementation:

Early Years is the first opportunity to develop our children's curiosity for History. We implement our history curriculum by following the interests of the children through the Early Years Foundation Stage Statutory Framework which aims to guide children to make sense of their physical world and their

community. The range of children's personal experiences is used to increase their knowledge and sense of the world around them. Listening to a broad selection of stories, non-fiction, rhymes and poems fosters children's understanding of our culturally, socially, technologically and ecologically diverse world which has changed over time.

In Key Stage 1, geographical skills are taught through children learning about the world's seven continents and five oceans and naming, locating and identifying characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas the world around them. Also, the pupils are taught to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in contrasting non-European country. This ensures a firm foundation and understanding of history, ready for Key Stage 2.

In Key Stage 2, pupils extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

When teachers plan a unit, they begin with the end in mind, having clarity about exactly what they want the children to learn. Outcomes are clear and detailed, and each lesson has a concise learning intention. We are determined that children develop the progressive skills of a geographer throughout their time at Hunningley and not just learn a series of facts about the world. Substantive knowledge rich lessons where children build on prior learning and situate knowledge within carefully constructed concepts are delivered following Rosenshine's Principles of Instruction. Teachers create knowledge organiser which outline the key substantive knowledge and vocabulary which all children must master with each unit being carefully planned for progression and depth.

The curriculum is well designed and developed to be ambitious for all learners and to ensure children know more and can remember more. Based upon up-to-date research on cognitive load and on how children learn most effectively, determined our approach to implementing our geography curriculum. We take an approach of spacing out new knowledge combined with interleaving and retrieval practice to ensure learning sticks. Each unit has built in practice, retrieval and reinforcement of the key vertical concepts to ensure knowledge sticks in the long-term memory. For learning to stick in the long-term memory we teach geographical knowledge in meaningful contexts and in a connected way.

For each unit of learning, teachers plan for and children experience:

- The disciplinary knowledge needed to be successful geographers including the use of primary and secondary sources.
- Co-operative learning using Kagan strategies to ensure high levels of accountability and engagement for all children.
- A careers pathway that highlights the range of jobs and careers that learning in history can lead to.
- Educational visits, visiting experts and artifacts to enhance the learning experience.
- Classroom working walls which detail; current, prior and future learning, the substantive and disciplinary knowledge children will learn, dual coded key vocabulary, the vertical concept the area of learning falls within and links where applicable, to our sustainability curriculum.
- To bring learning to life, lessons or parts of lessons take place in our immersive classroom to enable children to see first-hand the curriculum they are learning at that time in their own school environment.

- Questioning is used to allow pupils to consolidate knowledge and understanding where necessary or to apply learning in an open manner.
- Opportunities for all pupils to see themselves reflected in the curriculum by focusing on local landmarks and features to achieve a sense of relevance and belonging through local geography.
- A curriculum that teaches pupils about countries from across the world and always incorporates the experiences – positive and negative – of people migrating to the UK.
  - To enable children of all abilities to access the curriculum, additional models and scaffolds are provided. Teachers reference the 'Geography Four Broad Areas of Need document' to ensure their planning meets the needs of all children; changes to pedagogy are also considered and changes to content are made in consultation with the History Lead and the SENCO.
- Teachers receive termly professional development to enable them to deliver the curriculum effectively.
- Environmental improvement projects that teach sustainability and human impact.
- Tracking and symbol-making to develop mapping and observational skills.
- Den building linked to Maslow's hierarchy, exploring shelter, safety, and human needs.

### **Impact:**

Our Geography Curriculum is high quality, well sequenced and planned to demonstrate progression. Children will become increasingly critical and analytical within their own thinking and make informed and balanced judgements based on their knowledge of the world. Children will develop a secure understanding of the location of places in the world. The children will be able to describe and understand key aspects of physical and human geography including: Climate zones, biomes and vegetation belts, rivers, mountains and volcanoes, earthquakes and the water cycle and the types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. The impact of our curriculum will provide children with secure geographical skills and the ability to carry out fieldwork. Our children will develop a passion for geography and an enthusiastic engagement in learning, which develops their sense of curiosity about the world and their place within it.

Our curriculum is designed in a way to be suitably challenging; we believe that if children are keeping up with the demands of each lesson, that they are making good or better progress.

In addition to this, we measure the impact of our curriculum through the following methods:

- A pre learning quiz to ascertain whether children have mastered the prior learning needed to enable them to access the planned unit. This takes place two weeks prior to the start of new learning to provide time for any prior learning gaps to be addressed. This seen in pupil books within a yellow border.
- A reflection on standards achieved against the planned outcomes.
- Low stakes quizzes.
- Pupil's books and pupil discussions about their learning.
- Scholarly writing opportunities are planned to provide children with the opportunity to write at length to demonstrate their knowledge gained at the end of the learning sequence.
- Teachers constantly interact with children assessing their thinking, knowledge, and understanding. Feedback is actionable, precise and acted on by the children in every lesson.

- Teachers review learning during learning, spaced after the unit has been taught, and after protracted periods of time. Recall and retrieval practice demonstrates whether learning has been remembered.
- Outdoor learning contributes to pupils' cultural capital by providing enriching experiences, especially for disadvantaged learners, and supports the development of geographical thinking, enquiry, and independence.

Our geography curriculum is also planned in a way which promotes the cultural capital of all our children. We enhance our curriculum especially for the most disadvantaged by organising guest speakers and visitors and promote careers in geography. We also provide additional opportunities such as school trips to enrich pupil's understanding and provide context through fieldwork experiences. We contribute towards the cultural capital for the children in terms of the knowledge and skills they need to be successful learners and in wider life. Cultural capital in geography has been identified in terms of the knowledge of the world that is useful to our lives and we are aware that powerful knowledge will put children at an advantage.