Geography

Vision for Geography	Key Concepts	Content and Sequencing
Pupils should be equipped with knowledge of diverse places, people, resources and environments, together with a deep understanding of key physical and human processes. Pupils' growing knowledge of the world should deepen their understanding of interaction of physical and human processes. A combination of location knowledge, fieldwork and mapping skills will provide pupils with the frameworks and approaches to autonomously understand and explain how the Earth's features at different scales are shaped, interconnected and change over time.	Life Organisation Location Cause and effect Changes Global Reactions Diversity Investigation Physical Human social advocacy	Learning is sequenced so that knowledge is built upon each year e.g. In Year 1 knowing that our world has 7 continents and 5 oceans; Year 4 an understanding of worlds locational knowledge, including knowledge of places UK and wider world; Year 6 an in-depth understanding of knowledge of the world, including globally significant physical and human features and places in the news.

Curriculum Drivers

Aspirational	Outward Looking	Conceptual	Experience Led	Language Rich	Enquiry Based
Geography teaching allows pupils to have a passion for and commitment to the subject, and a real sense of curiosity to find out about our world and the people who live here. Geography teaching inspires social advocacy in our future generation. In hope, this will ensure that our world will be understood, respected and loved throughout time.	Geography teaching and learning builds pupil's knowledge of their local and wider environment. They will develop the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in their society and the environment.	Our pupils should be able to organise their Geography knowledge, skills and understanding around our key concepts, or as we like to explain them to children – learning hooks. These concepts underpin learning in each milestone. This enables pupils to reinforce and build upon prior learning, make connections and develop subject specific language.	To really understand the world children need to make discoveries through experience. Therefore, Geography teaching and learning is practical and uses the environment to make learning memorable. Children make links between their past experiences and their new practises in class in order to gradually build up meaningful, contextual Geographical understanding.	Geography underpins a lifelong conversation about the earth as the home of humankind. The quality and variety of geographical vocabulary is a key factor in articulating geographic concepts clearly and precisely throughout life. This language assists children making their thinking clear, both to themselves and others.	Geography teaching and learning begins with asking questions. During a unit of learning, children are hooked into a new concept that sparks plenty of questions. They will feel a sense of independence with the opportunity to investigate concepts that will lead them to connect their past and present knowledge. They will form their own conclusions, based on their own opinions, which will continue to change over time.

Links with Mathematics and English	Progressive	Inclusive
Opportunities to apply their English skills: ➢ Explanations about field work. ➢ Information texts about locations. Opportunities to apply their Mathematics skills: ➢ Data collection and analysis ➢ Rounding, averages ➢ Directional language	➢ Geographic enquiry will be evident in books. ➢ Evidence of the geographical process will be clear – making predictions using evidence to draw conclusions. ➢ Children can talk confidently at each stage about each concept in Geography. ➢ Evidence of children applying their understanding after the unit of learning in another subject.	➢ Task varied to support children to access the task. ➢ Learning is challenging. ➢ Children's starting point are identified using assessment tools and teaching builds on prior knowledge. ➢ The curriculum is practical to engage all. ➢ The outside environment and other resources are used to aid understanding.