

Geography

Vision Statement

"The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together." **Barack Obama**

In line with our overarching theme of **People and Places**, our curriculum includes opportunities to study how we live in communities around the world, how they are interconnected and how our actions impact it. In addition to this, we nurture a love for, and curiosity about our planet by discovering its natural wonders and physical characteristics.

To underpin this, we teach key skills and build on them across the key stages in order to give the children the tools they need to be active and conscious global citizens.

Intent

*"To travel, to experience and learn: that is to live" **Sherpa Tensing***

It is our intention that our pupils become active and conscious global citizens.

Our Geography curriculum has been developed to equip pupils with the skills and knowledge needed to understand the four core areas of geography, as outlined in the National Curriculum: **Locational knowledge, Place knowledge, Human and physical geography and Geographical skills and fieldwork**

The **locational knowledge** strand will provide our children with knowledge of places around the world, in relation to where they live, starting with their local area and expanding out to a national and international perspective, thus **motivating** them to explore the world with enthusiasm.

The **place knowledge** strand will enable pupils to compare and contrast the aspects of human and physical geography between their local community and both a Non-European location in KS1, before extending more widely to Europe and North and South America. They will **reflect** upon the challenges and opportunities of living in different locations, while **respecting** these differences.

The **human and physical geography** strand teaches pupils about the diverse human and physical geography that exist across the world and the ever-changing

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interaction between these processes. **Creative** approaches to teaching are used which help the children to deepen understanding more and bring the subject to life.

The **Geographical skills and fieldwork** strand equips the children with the essential tools to become 21st century geographers. This underpins the other strands of the geography curriculum. It takes the children from understanding and exploring the immediate area which surrounds them, to having the skills which enable them to be independent, enquiring and **resilient** in the modern world.

[National Curriculum Geography for KS1 and KS2](#)

Implementation

At Berridge, Geography is largely planned into cross-curricular units of work. The number and length of units of work vary deepening in the year group.

- Each unit of work begins with some recapping of previous learning and a Wow! activity to hook pupils' interest in the new unit of learning.
- Units of work start with an overarching question and lessons are broken down into further specific question that link to the learning.
- Lessons, where possible, are practical and active, in geography it is likely pupils will be using maps, digital resources such as Digimap, atlases and globes in many of the lessons.
- In each year group, there are opportunities for pupils to develop some geographical map and field work skills outside of the classroom environment.
- Units of work culminate in a topic reflection, where pupils are encouraged to reflect on their learning and demonstrate their knowledge and understanding by presenting the answer to the overarching question in a way of their choosing. For example, in year 1 pupils will be able to answer the question would you rather live in a hot country or a cold country? Giving valid reasons for their choice as well as knowing where on the globe the hot and cold places are located.
- All units of work build on previous knowledge and skills and are planned around our subject progression maps. These progression maps are used when the year group teams plan and adapt their units of learning.
- Knowledge organisers, are used in lessons frequently and are taken home and shared with parents. The knowledge organisers indicate the key knowledge, skills and vocabulary in a unit of work.
- Thema, is the Berridge explorer, she is introduced in Year 1 and features in all Geography units of work learning alongside the children- she pops up regularly to support the recall of knowledge. Thema, also appears in the Y2 history topic 'Could I be an explorer like Neil Armstrong?'



Impact

The impact of our Geography curriculum is measured in a variety of ways: questioning during lesson time, live marking, listening to child-led discussion,

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interviewing pupils across the school about their learning, book looks, low stakes quizzes and using images/videos of children's practical learning

Teachers use this evidence to assess pupils against the end of year milestones for geography. These will inform future adaptations to our schemes of work. Subject leaders ensure the system is rigorous through monitoring and moderation of work, pupil interviews and lesson drop-ins.

By end of the Geography curriculum at Berridge, our children will:

- Have a growing knowledge and respect for the physical world, the diverse communities that inhabit it and an understanding of how we can make it a safer, greener and more beautiful place to live
- Use a wider vocabulary of geographical terms when talking about the World and be able to articulate the positive and negative impact humans have had on it.
- Be able to successfully navigate the world either virtually or in real life using newly developed map and fieldwork skills
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