



**Love Care Respect**

*To aspire to being outstanding in everything we do, by always aiming higher.*

**"Let your light shine in all you say and do."**

***Matthew 5:16***

## **Geography at Wylve Valley Primary School**

### Intent:

At Wylve Valley we aim to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Our Geography curriculum aims to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

The units of learning we use encourages:

- A strong focus on developing both geographical skills and knowledge.
- Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- The development of fieldwork skills across each year group.
- A deep interest and knowledge of pupils' locality and how it differs from other areas of the world.
- A growing understanding of geographical terms and vocabulary.
- The scheme of work enables pupils to meet the end of key stage attainment targets in the National curriculum. The aims also align with those in the National curriculum.

## Implementation:

The National curriculum organises the Geography attainment targets under four subheadings or strands:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Our Progression of skills and knowledge shows the skills taught within each year group and how these develop to ensure that attainment targets are securely met by the end of each key stage.

Essential knowledge and skills are revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge, in particular, will be reviewed in each unit to coincide with our belief that this will consolidate children's understanding of key concepts, such as scale and place, in Geography.

Our enquiry questions form the basis for our units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions.

The questions engage pupils in generating a real change. In attempting to answer them, children learn how to collect, interpret and present data using geographical methodologies and make informed decisions by applying their geographical knowledge.

Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer-based and collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

## Impact:

Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, many units has a unit quiz and knowledge catcher, which can be used at the start or end of the unit to assess children's understanding.

Opportunities for children to present their findings using their geographical skills will also form part of the assessment process in each unit.

By the time the children have left us in Key Stage 2 we believe they will be able to: Compare and contrast human and physical features to describe and understand similarities and differences between various places in the UK, Europe and the Americas.

Name, locate and understand where and why the physical elements of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters and the water cycle.

Understand how humans use the land for economic and trading purposes, including how the distribution of natural resources has shaped this.

Develop an appreciation for how humans are impacted by and have evolved around the physical geography surrounding them and how humans have had an impact on the environment, both positive and negative.

Develop a sense of location and place around the UK and some areas of the wider world using the eight-points of a compass, four and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping.

Identify and understand how various elements of our globe create positioning, including latitude, longitude, the hemispheres, the tropics and how time zones work, including night and day.

Present and answer their own geographical enquiries using planned and specifically chosen methodologies, collected data and digital technologies.

Meet the end of key stage expectations outlined in the National curriculum for Geography.

We assess children against the 'what?' for each lesson and by the end of a unit we have a clear understanding of where the children are and what they need to do next in their geography learning. Children from Year 2 also self-assess against the same objectives.