

## Intent

Geography plays a vital role in providing children within the Kimberworth community opportunities to develop a love and fascination for the world, sparking curiosity to develop knowledge and understanding about people, places and environments at different scales. By asking and responding to questions, children are supported to make connections so that knowledge can be applied to develop conceptual understanding. At Redscope, we believe it is important that children have the opportunity to think geographically about issues and challenges facing them now and in the future whilst also considering how global challenges affect people in diverse communities around the world.

Our geography curriculum is underpinned by Chris Quigley's Essentials Curriculum. Children are supported to develop substantive and disciplinary knowledge as they explore several key concepts that children will revisit in different contexts throughout their time at Redscope. We aim to provide rich language and vocabulary opportunities within an ambitious curriculum.

## **Characteristics of a Geographer**

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Highly developed and frequently utilised geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

## Implementation

The geography curriculum at Redscope aims to provide children with opportunities to explore and explain the world around them through practical learning experiences. This enables children to begin to develop the disciplinary knowledge, so that geographical skills can be taught and practised at a range of scales. Children will have opportunities to enable them to think critically, develop empathy so that they are better equipped to appreciate controversial issues that help children develop tolerance and respect for the views of others.

The Chris Quigley Essentials Curriculum allows us to build a geography schema using three threshold concepts:

- o Investigating places – This concept involves understanding the geographical location of places and their physical and human features.
- o Investigating patterns – This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.
- o Communicate geographically – This concept involves understanding geographical representations, vocabulary and techniques.

Children in KS1 and KS2 have 3 geography focused half terms each year. At the start of each topic, children will complete a 'Have a go' task which staff can use for formative assessment. This will be based on key vocabulary and the 5 fingertip (essential) facts for each topic. Every geography lesson will start with retrieval practice of facts learned in previous sessions as this will ensure knowledge is stored in long term memories. This assessment activity will then be revisited at the end of the topic to show progress the children have made. By

creating a double page spread, a 'Show what you know', children have the opportunity to elaborate further on all that they have learned.

The knowledge category/categories for each lesson are shared with the class and can be found displayed in their geography workbooks, along with the learning objective for that session. These may include: Location, Physical Features, Human Features, Diversity, Physical Processes, Human Processes and Techniques.

On every appropriate occasion, teachers will use first-hand experience, visits, visitors, artefacts and the local and wider environment to engage children's interest and imagination. Geography will be an opportunity to develop oracy and debate, as well as key literacy and mathematics skills. Fieldwork experiences are used to deepen children's understanding, collect and analyse data and provide evidence.

Learning will be effectively differentiated where needed. This will ensure that in the long term, knowledge and skills are embedded through a variety of teaching techniques, adapted to the individual needs of the learner.

### EYFS

We will begin the teaching of geography in Foundation Stage as the children begin developing their knowledge, skills and understanding of the world around them. The Early Years Foundation Stage objectives will be taught through indoor and outdoor play, carefully planned activities and guided group work. Staff in the Foundation Stage follow the Early Years Foundation Stage Profile and Development Matters and offer the children meaningful activities which aid their development in Geography. They know about similarities and differences between themselves and others, and among families, communities and traditions. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

### Impact

We chose the Chris Quigley Essentials Curriculum as, with teacher collaboration and careful planning across school, it will support us in developing a greater depth of children's geographical learning. In essence, this means providing the children with increased cognitive challenge, allowing them to apply the skills which they have learned independently in a range of contexts.

We feel that our curriculum provides us with a coherent, progressive and sequenced curricular structure, to enable our pupils to develop subject specific knowledge and skills to prepare them well for the next stage of their education.