



By the time the children transfer to their next stage of education, we intend to develop well-rounded, knowledgeable and confident individuals, who have fulfilled their potential and can make a positive contribution to their local and global community.

Geography at Lindow Community Primary School

Intent

At Lindow Community Primary School, our intent is to deliver a geography curriculum in a way that stimulates curiosity and imagination in all learners, including the most disadvantaged and those with (SEND) or high needs, facilitating them with the means to explore, appreciate, know and understand the world in which we live. Through the study of people and places on earth, locally, nationally and globally, and consideration of the relationship between them, children will learn to appreciate and respect how our world has, and continues, to evolve.

The Geography curriculum will be driven by the following Lindow Life Skills:

- *Have a sense of community*
- *Be responsible*
- *Be empathetic*
- *Be articulate*
- *Be co-operative and participate*
- *Make decisions*

Design and implementation

To ensure children have ‘mastered’ the knowledge of the programme of study for geography in a progressive, sequential way, the subject aims to be taught in unit blocks across the school year. Each block should last a half term and is designed to enhance a thematic approach established to complement the Pathways to Write curriculum. There may be occasion within specific year groups where discussions with the subject leader have concluded that geography objectives may be best delivered alongside a history-focused half term. As the core subjects of reading, writing and maths are so closely linked to geography knowledge and understanding, these subjects should be interwoven where appropriate e.g. retrieval of geographical vocabulary and information in guided reading, non-chronological report/explanation writing, co-ordinates across map use and mathematics.

All classes from Y1 to Y6 use the Lindow Geography progression document, which ensures through revisiting and consolidating skills, that all children build on prior knowledge alongside the introduction of new skills and appropriately ambitious challenge. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Where this is not practical – for example, for some learners with high levels of SEND – an adapted curriculum will be designed to be ambitious yet accessible and inclusive for all learners.

In addition, one topic a year will lead to a real-life outcome linked to the Lindow Life Skills where children will be fully immersed within an in-depth fieldwork study for children to plan, investigate, and evaluate a local geographical site in person. The geography knowledge organisers support these key themes with progressive and sequential knowledge and vocabulary for each year group.

For the Early Years Foundation Stage, we have selected the Early Learning Goals that link most closely to the Geography National Curriculum.

Understanding the World (People and Communities)

- Children know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World (The World)

- 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.

Mathematics

- Children understand position in relation to objects, people and places, showing understanding with or without the use of words. They learn to talk about familiar routes and locations using positional language.

Communication & Language

- Children learn to listen, respond and participate in discussion with relation to the sharing of ideas in learning linked to Geography. They use stories, rhyme and song to support and engage within their learning. They can question to clarify their understanding.

The expected teaching sequence for a unit of work should encompass:

- Human and Physical processes
- Formulating appropriate questions to enquire
- Comparing and contrasting to identify similarities and differences and demonstrate appreciation and respect
- Recognising and understanding issues concerning the environment and sustainable development

There will be a mixture of collaborative and independent work throughout the unit, as appropriate.

In addition, whole school themed days/weeks throughout the year raise the profile of geography and give children the opportunities to apply their knowledge and skills e.g. Refugees/ Commonwealth/ Fair Trade. These change year on year dependent on current affairs or identified gaps in children's knowledge and very often link to PSHCE/Lindow Life Skills.

Work in Geography is predominantly recorded in children's writing books.

Impact

Monitoring of Geography will involve learning walks, pupil voice and scrutiny of work across the units of work and within each year group. In order to check the children remember new and prior knowledge, children will be expected to know and understand the key knowledge and skills of their knowledge organisers and unit content as evidenced in their books. Via monitoring, the subject leader will use assessment information to check pupils' knowledge, skills and understanding is in their long-term memory. Any gaps in learning or children who aren't meeting age related expectations can thus be identified and supported appropriately.