



Look and learn beyond the classroom | Have high aspirations and fulfill our potential
Care, share and belong | Lead, teach and learn with passion

'Geography is a subject which holds the key to our future.'

Michael Palin.

Intent

At Leavening Primary School, it is our aim for the Geography element of our curriculum to inspire children with a curiosity about the world when they are studying places, people and natural and human environments. Our teaching should prepare pupils with a deep understanding of the Earth's key physical and human processes. By revisiting these areas of learning regularly, and building on their previous skills, children will learn more and remember more.

As children progress, their growing familiarity about the world should help them to deepen their understanding of the links between physical and human processes, and of the establishment and usage of landscapes and environments. We want our children to develop their self-confidence and have practical experiences in geography which explain how the Earth's features at different scales are shaped, interconnected and change over time.

In Geography, we follow the national curriculum to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

What Geography looks like at Leavening

Implementation

Our Geography curriculum at Leavening C P School is designed to improve children's curiosity and fascination about the world we live in, so that they develop a love for Geography.

Children investigate a range of places – both in Britain and abroad – to help extend their knowledge and understanding of the Earth's physical and human processes. We are devoted to providing children with opportunities to investigate and make enquiries about their local areas of Leavening and Malton, so that they can gain of real intelligence of who they are, their culture and what makes our local area such a unique place to live in.

Through teaching a range of high-quality geography lessons, our children have the opportunity to improve their geographical skills, knowledge and understanding, so they can confidently share and discuss their research and results with others. At Leavening, we believe it is essential to inspire and motivate children to appreciate their surroundings and be aware of the physical and human processes which form different places in our world.

Geography at Leavening School is taught as a block of lessons throughout the year, linking to a particular topic. This way, children can achieve depth in their learning and can really explore specific objectives in more detail. We have identified the key knowledge and skills required in this subject and have ensured our long-term plans demonstrate progression across topics, throughout each year group from nursery all the way through to year 6.

The Early Years Foundation Stage (EYFS) in nursery and reception follows the 'Development Matters in the EYFS' guidance, so when geography is taught, our aim is for all children to develop skills in: 'Understanding the World' when they are learning. It presents the option for children in nursery and reception to reflect on the events and routines that they and their peers experience. They are given the opportunity to ask questions while they investigate the similarities and differences that exist. Through role-play, young children can also learn about various environments that different professions work in, and discuss why some things happen the way they do in both the physical and human world.

In the Geography curriculum that we provide at Leavening, the outcomes are explicitly planned for, with strong links to various subjects including English, History and Science lessons. We regularly monitor children's work, to ensure that they reflect a good understanding of the identified key skills they have been taught.

Wider Curriculum

- Lessons in Geography that we teach, provide cross curricular links with many other subjects we teach in school including: English, Art and History lessons. The key vocabulary and skills linked to map reading and locations of various places are discussed with children where appropriate in other subjects.

Displays

- Children's work is always displayed in classrooms and around school so that parents, new visitors and children in different year groups can appreciate the abilities of our geographers in school.

Visits

- Children visit places in the local area, when there are strong links to a particular topic that will benefit them. For example, the 'I am Yorkshire!' topic, provides great opportunities for the children to explore their local village of Leavening, and discover all the human and physical features, as well as practising following a map.

How we entwine Geography with our Leavening school values underpinning our purpose of 'Together We Can'

Care, share and belong

We encourage children to show determination and tolerance in difficult situations and towards others- two of the key British Values. If children are finding a particular section of work in Geography more challenging, we aim to provoke thought and questions for the children to ask one another.

In lessons, we also demonstrate to children how they can find their own answers through working together and researching, which empowers them to gain a greater awareness and familiarity of the world and their place in it.

Look and learn beyond the classroom

When learning about the different physical and human features our local area has, we take children for walks so they can recognise these landmarks. Children are also encouraged to follow specific routes on a map when they are walking locally, as this develops their skills to recognise key map symbols and put it into practice.

Have high aspirations and fulfil our potential

The high quality and engaging lessons that we provide, means children are inspired to be the best geographers they can possibly be. We support children to challenge themselves in class, so that once they have mastered these tasks, they can look back and realise what they have managed to achieve.

Learn with passion

We also support children to share their personal experiences with others, for example bringing in photographs of themselves visiting different places, or sharing research that they've carried out at home about a particular country.

How we know our Geography curriculum is successful

Impact

- Children will be able to confidently read various maps and recognise key symbols that show particular features.
- Children will be inspired about geography and become fascinated about the world and the people around them so they want to discover even more.
- Children will be motivated geographers and this will influence their thinking when they are studying places, people and natural and human environments.
- Children will recall prior-learning and openly make connections with the skills they have learnt in previous years and the skills they are currently being taught in particular topics.
- Children will become accurate and fluent readers, so they can research answers to their own geographic questions, in order to become independent, lifelong geographers.
- Children will make good or better progress in all the areas of geography, and this will be highlighted in their work and in their pre and post assessments following particular topics.