

Geography at Killigrew Primary and Nursery School

Intent

Key Concepts

Pupils understand where in the world they live and their **location** in relation to other countries worldwide.

Pupils develop a sense of **place** by investigating the features of different locations around the world and the similarities, differences and relationships between them.

Pupils are **curious** about the world they live in and appreciate its diversity and complexities. They ask **geographical questions** to seek information to help them understand the interplay of human and physical geographic features.

Pupils develop a **range and depth of knowledge** of physical and human geography processes and patterns.

Pupils develop the **geographical skills** to interpret maps, atlases, globes and digital mapping. They use **fieldwork** to observe, measure, interpret and record information accurately.

Pupils learn a carefully planned **progressive curriculum** that prepares them fully for geography at KS3 and beyond. They build on **prior learning** year on year and they understand the **value** of their learning for their future.

Pupils understand the **global issues** facing our planet today and in the future. They communicate how to make sustainable change and believe that change is possible.

Pupils make considered choices about the way they **communicate their knowledge and understanding** depending on their audience and the purpose of the activity.

At Killigrew Primary and Nursery School, we teach a progressive geography curriculum that encourages children to be curious about their learning. Because we supplement our teaching with informative workshops, launch days and offsite learning, we bring geography to life for our children, and enhance their cultural capital. [We believe it is essential that our pupils](#) learn about the global issues facing the world today. By using the 'World's Largest Lesson' materials, we ensure that they appreciate the importance of working towards sustainable development goals to fight inequality and injustice, end extreme poverty and tackle climate change.

Within all curriculum areas, we interweave and develop our five Killigrew Learning Powers.



Year 5 river and coast work (part of a five-day geography residential trip)

There is a clear rationale behind our curriculum and careful consideration has determined the geography topics on our curriculum map. Our priority is to ensure that progression is clear within our key themes, so that children are continuously challenged as their geographical skills develop. Within each unit, we ensure that current learning is linked to previous learning. This reinforces our Killigrew value of being **reflective** – our children think about what they have already learnt and build on this to learn more.

It was very important to us that we made the geography objectives explicit, as previously these were taught within a 'topic' curriculum and some of our pupils did not necessarily identify what geography meant. We also identified that, on occasion, geography objectives were not appropriately challenging as they were embedded in a topic based activity.

Therefore, we planned our curriculum to ensure that geography is taught explicitly, with the opportunity to make meaningful cross-curricular links in other lessons. Another key driver for our geography curriculum linked to our whole school focus on spelling. We want our children to understand the importance of learning key geographic vocabulary and spelling the key terms correctly.



Cross-curricular application Year 5 Natural Disasters

Through the provision of our homework support grids, we encourage our children and families to explore geography outside school.



Year 4 Fairtrade homework

We have important key themes running through our curriculum: we want our children to have an excellent understanding of **location**. This starts in Year 1 with an understanding of the countries in the United Kingdom and finishes in Upper Key Stage Two with our pupils exploring important concepts like the density of population in different areas of the world.

To develop **place knowledge**, we ensure that children develop the skills to compare and contrast human and physical geographical features within a country and between countries. They learn about countries, cities and towns in North America, South America and Europe. Whenever possible, we revisit previous learning about the same place and build on this to offer additional challenge.

When focussing on **human and physical geography**, our pupils learn how to ask questions about the world. They deepen their understanding about the interaction between physical and human processes, and the formation and use of landscapes and environments. As independent and **resilient** learners, they use the library and the internet (both at home and in school) to extend their research. This also links to our Killigrew value of being **resourceful** – our pupils use different sources to help them learn and they take **responsibility** for making the right choices to further their understanding.

Finally, we want our pupils to make choices about the way they **communicate their knowledge and understanding**. Through careful **reasoning**, our children decide the optimum way to present their learning for different audiences and purposes. We value structured debate, as we want our pupils to discuss important global matters in order to make positive change for the future.



Year 2 map reading at Paradise Wildlife Park

Implementation

Geography is taught in blocks throughout the year groups, so that children achieve depth in their learning. Mid-term planning is ambitious and aligned with the National Curriculum statutory objectives. Common objectives are carefully integrated into the planning for each year group so that progression is clearly evident. The use of baseline questions at the start of each new unit ensures that all children are challenged from their own starting point. Our Killigrew assessment frameworks ensure that consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson. Teachers are conversant with the whole school geography curriculum thus enabling explicit links to be made between prior, current and future learning.



Affinity Water Launch Day Year 4

Impact:

Outcomes in **books** evidence a broad and balanced geography curriculum and demonstrate the children's acquisition of key knowledge. Through comparing baseline questions at the start of each new unit to assessment questions at the end of teaching, progress is evident for all children. The use of a range of spaced retrieval activities at the start of a lesson supports pupils in transferring their knowledge from their short-term memory to their long-term memory.

In **lesson observations**, children ask perceptive questions, show high levels of engagement and are curious about their learning. Teachers' subject knowledge is excellent and their enthusiasm for the subject is evident.

Pupil voice evidences that children have a coherent knowledge and understanding of our key geographical concepts and the global issues facing our planet. They understand the geography of the wider world and are able to think critically about sources that have informed this knowledge. Children – from the youngest to the oldest - can retain and draw on prior learning to enhance their current understanding of a geographical concept.



Learning about a polar biome in Nursery