



“Without Geography, you’re nowhere”

Jimmy Buffett

Geography Intent

Our intent for teaching Geography is to inspire our children with a curiosity, fascination and appreciation of the world around them. It will equip them with knowledge and understanding about places and people, natural, human and physical geography within their local community, Britain and the wider world. Carr Mill Primary School’s bespoke geography curriculum has been designed to cover all the skills, knowledge and understanding set out in the National Curriculum and Development Matters for children in EYFS. It builds upon this by integrating a focus on the local and wider environment to develop children’s geography skills using maps, globes, photographs, digital tools, fieldwork and experiences - both inside and outside of the classroom - to identify where in the world they live and go to school.

As with all other subjects at Carr Mill our LTP (Long Term Planner), that works on a 2-year cycle, due to our mixed aged classes sets out the sequence and end points. The geography curriculum is coherently planned to ensure that geography is sequenced and is progressive in terms of substantive and disciplinary knowledge to enable children to build up key knowledge regardless of which cycle they follow. Clear end points are sequences are clear, for example in each phase children learn about their local area and why it is important to know about it- this begins in EYFS gaining an understanding of the school grounds, is built upon in KS1 when the children then look at the school grounds through maps and extend to the dam; in LKS2 they look at the East Lancs and its impact on the local area and then in UKS2 they focus on a study of Liverpool- our county. All of which need the previous learning so that new knowledge and skills build on what has been taught before. It enables them to be aware of the impact changes can change to their local environment as well as how and why things change.

Units have been carefully selected and reviewed in order to ensure they are addressing both the school context as this changes and helps the children to see and engender an appreciation of human creativity and achievement- but also in the case of geography the impact that humans can have on the world.

KSPs (Knowledge and Skills Organisers) support the long-term planners and aid teachers in understanding what is to be taught, when and what has come before this. The break down of each unit of geography into composite and components helps teachers to see what the intended outcomes are in terms of substantive knowledge at the end of the unit. This alongside the clear explicit disciplinary knowledge assigned to each unit promotes knowing more- remembering more.

Geography Implementation

Geography is taught on a half termly basis alternating with history. There are 3 geography units per year- 6 per phase taught on a 2-year cycle. We have planned the units so that there are clear end points at the end of each phase that build upon previous learning in the previous phase and within that year. We cannot plan for progression year on year as some children will access the units cycle b or cycle A. Through the planning and sequencing it enables the children to revisit prior knowledge, introduce subject-specific vocabulary, make connections and to develop and integrate new knowledge and skills in activities over a short space of time to aid knowledge retention.

Support is provided for teaching colleagues to have a good knowledge of the subject through explicit planning that is provided for each unit. These have been designed using current research in both the geography field and pedagogy by the curriculum team. They explicitly say how subject matter should be presented and in which sequence through the use of the composite components. They provide opportunities to check children's understanding and to help them integrate new knowledge into larger ideas. Furthermore, termly network geography meetings; working with other schools in the LA; Geographical association membership- extensive reading of books and reviews all support with the reviewing of the curriculum help to underpin the curriculum with current research and pedagogy within this field.

Our geography curriculum is enhanced through providing wider opportunities for the children, in line with our whole school curriculum 5 Power Principles: Pedagogy (Knowledge and learning); Opportunity; Wellbeing; Excellence and Resilience are a key part of our geography curriculum, and we encourage all year groups to seek opportunities to plan additional geography learning outside the classroom which is related to their current topic. Please see our enhancement map below. Our children explore sites within their local community as well as visit places in the wider local area to develop their understanding of geographical information linked with other subjects such as history.

We have invested time in ensuring that resources used to teach geography are progressive and that children have access to the most up to date mapping technology by investing in Digi Maps and other GIS. Again, this is planned out meticulously across the whole LTP to ensure children build on these disciplinary skills. Progression in fieldwork and using maps is also divided up and exemplars shared with staff to support their subject knowledge but also demonstrate expectations- thus ensuring that children learn progressively, and the curriculum becomes more demanding the more the children know. In addition to this we also have an OS symbol progression document which shows the build-up of symbols used across school.

Geography Impact

We understand that we may not see the true impact of our geography curriculum on our children as our geography curriculum is just the beginning of a lifetime of learning. Our well-constructed and well-taught geography curriculum leads to great outcomes. Our results are a reflection of what our children have learnt. At Carr Mill, our philosophy is that broad and balanced leads to great outcomes and meeting end points at the end of each key stage. National assessments are useful indicators of the outcomes our children achieve.

We ensure all groups of children are given the knowledge and cultural capital they need to succeed in life. We strive to ensure that our children are equipped with the skills to fluently be able to retrieve key facts from their semantic memory. The quality of our children's work, at every stage, is of a high standard and is matched to the exemplification documents for each disciplinary area in geography and outcomes are well considered in each plan to ensure consistency and high expectations. All learning is built towards an end point and at each stage of their education, we prepare our children for the next stage. The clear composite component documents make it clear what is to be learned and this is reflected in the well-constructed, well taught curriculum that leads to good results because it reflects what the pupils have learned.

The impact of Carr Mill's geography curriculum is measured through the following:

- Spaced retrieval task to revisit prior learning- called Flashbacks
- Vocabulary and knowledge are assessed at the end of each lesson and at the end of each sequence- through check its and link its
- Pupil voice
- Progress evident in children's books and record of experiences
- Seeking views of parents where appropriate

Geography Enhancement Offer

Our Geography Intent states that children will experience a range of enhancements throughout the school year linked to the Opportunities section of our POWER Principles.

We provide a range of enhancements: 'class based' enhancements, 'visitor' enhancements, 'off-site' enhancements

Below shows the types of enhancements for each year group

Phase	Autumn	Spring	Summer
EYFS 'An Explosion of Experiences'	Me on The Map - Exploring their classroom and school grounds and local area walk Visitor: How to use maps in my job Weather Walks (throughout the year)	Visitor: Knowsley safari Weather Walks (throughout the year)	Weather Walks (throughout the year)
KSI	Scaredy Squirrel Field Work: Walk to dam Map walk around local area looking at physical and human features. Map work walking around school/classroom using an aerial map. Seasonal Changes (Ongoing throughout the year)	City, Town, Village- Fieldwork how busy it is in local area- comparison to a city. Visit from a farmer explaining where food comes from/ land use	Trip to the coast- Lytham to carry out fieldwork. Skype conversation with Sharon and Hopeman - Arise School, Tanzania Walk around school comparing it to the school in Africa
LKS2	Field Work: Traffic Survey: The impact of the East Lancs Visitor: Sankey valley ranger How to use maps in my job	Y4 Residential- outdoor adventures	Create their own Volcano, Earth Map Skills and Field Work Field Work
UKS2	Orienteering unit of work in PE (See PE Long Term plan) Fieldwork- Liverpool city over time	Fieldwork- Plastic pollution at the dam Fieldwork- Forests and land use	Y6 Residential to London Climate change talk