

## **Geography**

Firsy Foundation

### **Intent**

Our geography curriculum is designed to inspire curiosity and fascination about the world and its people. We aim to ensure that all pupils:

Develop contextual knowledge of significant global places, understanding their physical and human characteristics.

Understand geographical processes and how they shape the world and change over time.

Develop geographical skills, enabling pupils to:

- Gather, analyse and interpret data through fieldwork.
- Use maps, diagrams, globes, aerial photographs and GIS.
- Communicate geographical information using maps, graphs, data and writing.

In order to meet the needs of all pupils, there is a strong focus on vocabulary. Tier 1, 2 and 3 vocabulary is explicitly taught in meaningful contexts. Key geographical vocabulary and knowledge are revisited through retrieval activities to help pupils remember and apply their learning over time.

Geography also provides opportunities to develop oracy through questioning, discussion and debate. Enrichment opportunities help broaden pupils' experiences of their local area and the wider world.

### **Implementation**

We use the National Curriculum to ensure the sequence of learning supports children to embed and retain the programmes of study. This is supported by the DDAT progression document, which maps statutory requirements and skills at each phase. Within EYFS, a school-produced document runs alongside the DDAT document to ensure a clear sequence into Key Stage One. Long-term plans ensure statutory programmes of study are mapped across the school. Core skills and knowledge are identified under four headings: Locational Knowledge; Place Knowledge; Human and Physical Geography; and Geographical Skills and Fieldwork.

Geography is taught within meaningful topic contexts to provide a systematic approach to learning. Over a two-year rolling cycle, geography is taught most terms to ensure coverage.

To support retention and application, each unit identifies key geographical vocabulary and essential knowledge. These are explicitly taught, modelled and revisited. Teachers use visual prompts, knowledge organisers, questioning and retrieval activities to reinforce learning and make connections with previous knowledge. Vocabulary is used consistently across teaching, displays and pupils' work, with pupils encouraged to use geographical terminology when discussing, explaining and recording their learning.

We adapt and tailor our curriculum to recognise children's different starting points. For disadvantaged and SEND pupils, we use differentiation, explicit vocabulary teaching, visual symbols and modelling to scaffold learning. Learning is recorded in individual and whole-class topic books. At the end of each unit, pupils are assessed against core skills and knowledge.

### **Impact**

Progress is monitored through lesson visits, book scrutinies, pupil and teacher voice. Progress and attainment are measured through online quizzes and assessment grids completed at the end of each topic.

The impact of the vocabulary and knowledge focus is monitored through book scrutiny, pupil voice and assessment, checking whether pupils can recall, use and apply key geographical vocabulary and knowledge over time. Core skills, knowledge and vocabulary are revisited through the long-term plan to help pupils build and retain their learning. We aim for all pupils to develop a broad geographical understanding, enriched through meaningful experiences and opportunities to apply their knowledge and skills.