

Geography at Wilbarston

Geography: The Curriculum

Geography plays a central role within the curriculum at Wilbarston and is fundamental to our wider Trust mission of creating aspirational and knowledge-rich pupils. Our knowledge-rich geography curriculum, which follows the National Curriculum, is finely sequenced, cohesive and progressive which ensures that knowledge builds on knowledge. Pupils will secure a range of geography skills such as enquiry-based fieldwork and using maps, graphs and compasses. Our geography curriculum ensures that pupils learn how to ask and answer geographical enquiry questions, know the connections between locations and understand human and physical features of these places. Throughout the school, pupil's learning includes curiosity provoking ideas such as how the Earth's features at different scales are shaped, interconnected and change over time. This understanding of the world in a physical sense, in combination with an awareness of societies, cultures and environmental issues around the world, enables pupils at Wilbarston to become true global citizens. These different strands of geography are in constant interplay and are synthesised together within geography lessons. Pupils present their knowledge through geographical enquiry, interpretation and communication. As a result of the accumulation of rich knowledge, which connects pupils' substantive knowledge and geographical disciplinary skills, pupils secure an unwavering foundation that will enable them to succeed in the next stage of their education.

At the end of Foundation at Wilbarston

Pupils will be able to build own identity and a sense of place, recognise similarities and differences between life in this country and life in other countries. Pupils will be able to understand simple maps and geographical themed photographs. When completing fieldwork, they will be able to observe changes in the environment and describe their relative position such as behind or next to. Pupils will have a natural inquisitive interest in the world around them which is enhanced by focusing on the world they have an immediate emotional connection to. This knowledge will then stick and they will be better prepared for their learning in KS1.

At the end of Key Stage 1 at Wilbarston

Pupils will be able to locate hot and cold countries of the world and understand how the Equator impacts countries. They will be able to use maps, globes, atlases and aerial photos and follow routes with simple compass directions. Pupils will ask and answer geographical questions in their fieldwork. In their written presentation of their geographical knowledge and skills, pupils will be able to make links between people and the environment which will support them in the progression to KS2 geography.

At the end of Key Stage 2 at Wilbarston

Pupils will be able to locate major countries and draw conclusions to their similarities and differences. They will understand how places have changed over time and understand how and why people from different locations of the world have contrasting points of view. Pupils will be able to make complex observations of a wide range of maps and graphs. Pupils will be able to plan out their own field work and enquiry questions.

Pedagogy: How the Curriculum is Taught

Within our Geography curriculum there are four main elements that underpin how the curriculum is taught.

- Oracy, vocabulary, and verbalisation are embedded sequentially throughout the geography curriculum to ensure the appropriate scope and depth. All are explicitly taught, deliberately practiced, and rooted through retrieval practice. As a result, pupils are confident in their oral use of words in multiple oral and written contexts.
- Map and graph skills are explicitly taught. This includes reading a range of maps, globes and atlases (e.g political, aerial, topographical and climatic) and graphs (e.g. population and climate). Pupils will also sketch their own maps on clipboards when out on fieldwork and use maps for orienteering.
- Field work – this includes trips to the school field, walking through our community and local visits. Pupils use compasses to incorporate orienteering skills into all fieldwork.
- Geographical Enquiry and Communication – Pupils will ask and answer geographical enquiry questions and complete geographical comparative reports and presentations, which include their own opinions about the world.

Assessment

We use a multi-faceted approach to assessment within geography.

- Retrieval practice at the beginning of every lesson.
- Assessment for learning is used within each lesson through skilful use of questioning and live feedback
- Pupil voice to support the evidence that pupils know and remember more over time.

<ul style="list-style-type: none"> • Enrichment is an essential part of the Geography Curriculum which provides pupils with discrete time to focus and deepen their learning, they provide opportunities for new experiences as well as nurturing and developing a thirst for learning. • We use a multi-faceted approach to enrichment within Geography: • Trips to the local Geographical sites. • External visitors coming in to deliver Geography related areas 	<ul style="list-style-type: none"> • We develop strong subject knowledge amongst all staff which is achieved through; comprehensive middle leadership development, a focus on developing all teachers' subject knowledge and geographical pedagogy. All staff benefit from implementing the high-quality planning resources provided by the Kapow yet amended to meet the needs of all pupils. • Below is a summary of the CPD activities bespoke to Geography: • Adapting plans with class teachers • Staff training afternoons as part of CPD log • 1:1 discussions with staff about lessons
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Geography Curriculum Overview:

Reception	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Exploring Maps		Outdoor Adventures		Outdoor Adventures	

Opportunities and supplemented in provocations within the internal and external Early Years Provision

Year 1/2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cycle A	What is it like here?		What is the weather like in the UK?		What can we see at the coast?	
Cycle B	Where am I?		Would you prefer to live in a hot or cold place?		What is it like to live in Shanghai?	

Year 3/4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cycle A	Why do people live near Volcanoes ?		Why are rainforests important to us?		Where does our food come from?	
Cycle B	Who lives in Antarctica?		Are all settlements the same?		What are rivers and how are they used?	

Year 5/6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cycle A	What is life like in the Alps?		Would you like to live in the desert?		Where does our energy come from?	
Cycle B	Why does population change?		Why do oceans matter?		Independent fieldwork done	

- Stand Alone units enhanced via our Wow days' timetable.
- Forest Schools enhancements as Wilbarston as per plan which will enhance and develop skills and understanding in Geography