



# How we teach Geography



This document outlines: the intent and rationale behind our Geography curriculum, how it is delivered it and how we measure pupil progress.

At Godmanchester Bridge Academy, the Geography curriculum is aligned with our school values:

Inspire	Enjoy	Achieve
Children work with a clear purpose, addressing both real and imagined problems. There are opportunities to work both collaboratively and independently. Children learn about meaningful Geography in their locality.	Children have opportunities to develop both their geographical skills, fieldwork, and knowledge. There are opportunities for critical thinking, supporting the ability to ask perceptive questions and explain and analyse evidence.	Children will develop their fieldwork skills across each year group. Pupil's will create a deep interest and knowledge of their locality and how it differs from other areas of the world. They will have a growing understanding of geographical concepts, terms, and vocabulary.

At Godmanchester Bridge Academy we follow the Kapow Primary Geography scheme of work, which aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to encourage children to become Active Global Citizens.

We want pupils to develop the confidence to question and observe places, measure, and record necessary data in various ways, and analyse and present their findings. Through our scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time.

At our school, we want to nurture caring and compassionate pupils, who will be sustainable in their mindset to contribute to and improve the world around them.

For EYFS, the activities allow pupils to work towards the 'Understanding the world' Development matters statements and Early learning goals, while also covering foundational knowledge that will support them in their further geography learning in Key stage 1.



The National curriculum organises Geography attainment targets under four subheadings or strands:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Our Geography scheme has a clear progression of skills and knowledge within these four strands across each year group. We monitor progression of skills and knowledge, the skills taught within each year group and how these develop to ensure that attainment targets are securely met by the end of each key stage. Geographical key concepts are woven across all units rather than being taught discretely, this helps develop a deeper understanding and recall of the key concepts.

The Geography scheme of work covers the four types of Geographical knowledge:

- Substantive knowledge ('knowing about').
- Disciplinary knowledge ('ways of knowing')
- Geographical concepts
- Procedural knowledge ('knowing how to')

Cross-curricular links are included throughout each unit, allowing children to make connections and apply their Geography skills to other areas of learning. Our enquiry questions form the basis for our Key stage 1 and 2 units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions.

These questions are open-ended with no preconceived answers and therefore they are genuinely purposeful and engage pupils in generating a real change. In attempting to answer them, children learn how to collect, interpret, and represent data using geographical methodologies and make informed decisions by applying their geographical knowledge.

Each unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including practical hands-on, computer-based and inventive tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles.

Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

### All Pupils:

- access an adapted curriculum that is appropriate for all but is also meaningful, challenging & ambitious.
- are provided a range of activities to engage them and allow them to effectively communicate their understanding.
- are closely monitored and supported pastorally to ensure their emotional wellbeing is prioritised.
- named on each lesson seating plan so that pupils are known to staff and we foster a feeling of each pupil having their own place in the community.
- record work in a variety of ways, allowing access to the curriculum through multi-sensory learning.
- are supported with their behaviour choices in a positive environment, school use restorative consequences so that pupils can reflect and be supported to meet the community's behaviour expectations.
- receive feedback in lessons that results in further progress across the curriculum.

### Some Pupils Need:

- use of concrete and pictorial representations during teaching and when working independently to aid their understanding.
- clear vocabulary explanations and/or introductory vocabulary work to prepare for a task.
- one-to-one interaction and targeted intervention by the teacher.
- a specific seat in lessons to meet a sensory or a learning need.
- differentiated lesson structure, e.g. more paired/ discussion work or increased mini-plenaries.
- targeted interventions to fill gaps in understanding.
- extra support in a lesson from an additional adult so that the pupils needs, academic or pastoral are effectively met.
- specialist vocabulary sheets with phonetic breakdowns

### Specific Pupils Need:

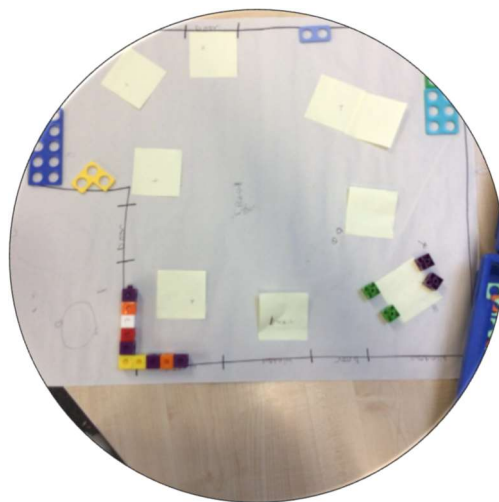
- personalised long-term learning outcomes with carefully planned incremental targets to achieving their outcomes.
- access to a quiet space to ensure they can be supported to meet their potential.
- additional support in lessons from an adult who is attuned to their individual pastoral and learning needs.
- bespoke timetables taking in to account their needs to ensure that they are taught in an environment that best supports their needs.
- curriculum adaptations to allow for engagement through pupil interests (project focus or word problem context).
- Additional adult support in practical lessons to comply with H & S guidelines



The impact of our Geography scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes assessing pupils against the learning objectives. Furthermore, each unit has a unit quiz and knowledge catcher which is used at the start and/ or end of the unit.

After the implementation of the Geography curriculum, pupils should leave Godmanchester Bridge Academy equipped with a range of skills to enable them to succeed in their secondary education and be innovative and resourceful members of society. The expected impact of following the Geography scheme of work is that children will:

- Compare and contrast human and physical features.
- Understand the use of land for economic and trading purposes
- Understand how various elements of our globe create positioning, including longitude, latitude, hemispheres, and time zones.
- Understand climate, biomes, natural disasters, and the water cycle.
- Develop a sense of location and place around the UK and some areas of the wider world.
- Meet the 'Understanding the World' Early Learning Goals at the end of EYFS
- Meet the end of key stage expectations outlined in the National curriculum for Geography by the end of Year 2 and Year 6.



# Subject Map

Year	Unit 1	Unit 2	Unit 3
R	Exploring maps	Outdoor adventures	Outdoor adventures
1	What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?
2	Would you prefer to live in a hot or cold place?	Why is our world wonderful?	What is it like to live by the coast?
3	Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?
4	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?
5	What is life like in the Alps?	Why do oceans matter?	Would you like to live in the desert?
6	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?