



Our *Geography* Approach

Our vision at Heymann Primary and Nursery School is for all children to develop a natural curiosity and fascination about the world around them, learning about and developing a greater understanding of the similarities and differences between people and places on a local, national and global scale in order to respect themselves, others and the environment. Through identifying four key values that drive our whole school curriculum (Curriculum Drivers of Diversity, Emotional Intelligence, Creative Thinking and Community), we have designed our geography curriculum to provide opportunities for our children to develop these values to enable them to take their place in a global society.

CURRICULUM DESIGN

Using the National Curriculum for geography, we have identified precise and progressive disciplinary and substantive knowledge which are planned for each year group(See geography planning overview for details of substantive and disciplinary knowledge).

All of this builds cumulatively to allow our children to attain at least age- related expectations by the time children leave our school. This starts in our Early years and progresses throughout the school. Through our planned progressive curriculum, we aim to take the children on a journey around the world. All of this, we hope, will help our children to be prepared for secondary school geography.

We realise the importance of how the content of the curriculum needs to be sequenced for children to build on previous learning. What children learn in the Early Year's settings is the foundation for future National



provision and own investigations, children are encouraged to make observations and talk about their findings. Using stories, non-fiction texts, pictures and maps, children have the opportunity to talk about similarities and differences between life in this country and life in other countries. In KS1, children develop their knowledge about parts of the world, the United Kingdom and their locality. This includes fieldwork about the school grounds, comparing features of Nottingham to London and learning about life in Kenya, Antarctica and Australia. At KS2 children extend their knowledge about the local area, the United Kingdom and includes Europe, North and South America. Children develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Across the Key Stage this includes topics comparing Nottingham and Bagamoyo, the River Trent to the Nile (making links to the history topic about Egyptians) and a number of topics across the age range to give the children the opportunity to address the important issue of sustainability. Visiting places of interest, significance and relevance, our children will develop a growing knowledge about the world. The children will learn about the interaction between physical and human processes, of the formation and use of landscapes and environments. We also want our children to be competent in the geographical skills needed to collect, analyse and communicate data gathered through fieldwork and to be able to interpret a range of geographical information from maps, diagrams, globes,

	Foundation Stage	Year 1	Year 2	Year 3
Topics	Name and identify: Their home Their school Their town/city Their country	<ul style="list-style-type: none"> Know the names of the four countries that make up the UK and name the three main seas that surround the UK Know where they live 	<ul style="list-style-type: none"> Know the names of and locate the seven continents of the world Know the names of and locate the five oceans of the world Know the name of and locate the four capital cities of UK 	<ul style="list-style-type: none"> Know the names of and locate at least eight European countries Know the names of and locate at least six cities in the UK Know the names of four countries from the southern and four from the northern hemisphere Know the regions of the Americas Know where the equator is on a world map
Space and Scale (Locational knowledge)				

Curriculum learning in the following school years. One of the seven areas in the Early Years curriculum is Understanding the World and within this the strand of People, Culture and Communities. Our children will learn about similarities and differences in relation to places. Children talk about features of their immediate environment and how environments might differ from one another. Through both direct teaching, linked

TEACHING

We have adopted an enquiry-based approach to learning. Starting with our youngest children asking questions about their own physical environment and then expanding their enquiries to the wider world. Each term learning is focussed on an enquiry question which allows all children to access at an appropriate level. This approach allows both children and teachers to know the focus of the lesson without restricting children’s responses and encouraging high expectations. All children, regardless of starting points, are supported to achieve their potential through a range of teaching strategies e.g. scaffolding, dual coding, high order questioning (use of Blooms taxonomy) to encourage elaboration of children’s answers.

Our enquiry-based approach is underpinned by direct teaching of the substantive knowledge of key facts, vocabulary and procedures. Discrete geography lessons may be taught in a block over a week or over a half term. Links are made where appropriate across subject areas and across lessons through a context for learning when appropriate. Planning includes opportunities for retrieval practice of substantive knowledge through a range of strategies eg drip teaching, Knowledge Organisers, quizzes and Spark. This allows teachers to identify and address any misconceptions. Once children are secure in this substantive knowledge, we want children to be able to apply this and elaborate on their answers by using their disciplinary knowledge.



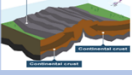


At Heymann, we recognise the importance of promoting vocabulary as some of our children find understanding of tier 2 words difficult. In response to this, all staff place vocabulary and understanding of language at the heart of their teaching. We have identified key vocabulary the



children will need each year and highlighted words that the children will revisit. The development of the use of Knowledge Organisers promotes understanding of tier 2 and 3 words both at home and school. Vocabulary we want all the children to know and understand is included on the Knowledge Organisers. Using symbols and definitions, children use retrieval activities to know and remember the vocabulary.

MONITORING OF IMPACT

Finding out about the impact of both the intent and implementation of the geography curriculum is timetabled. Monitoring of geography planning and the impact of teaching is checked regularly according to our school monitoring timetable through planning and book scrutinies and pupil voice. We review our curriculum regularly to make sure that it meets the needs of our children, to check that it is relevant and challenging and still excites our children, motivating them to want to be life-long learners.

Key Vocabulary			
Crust	Earth’s crust is a thin shell on the outside of Earth.	Ring of fire 	The Ring of Fire is a major area in the Pacific Ocean where many earthquakes and volcanic eruptions occur.
Mantle 	The mantle lays below the Earth’s crust and above the core. Earth’s mantle is made of rocks and is the biggest layer.	Fold mountains 	Fold mountains are created when two or more of Earth’s tectonic plates are pushed together.
Outer core 	Earth’s outer core is a fluid layer made mostly of iron and nickel. It is below the mantle and above the inner core.	Tectonic plates 	Tectonic plates are pieces of Earth’s crusts and uppermost mantle. There are seven main tectonic plates.