Flimby Primary School – Geography

Intent

How we have planned our geography curriculum.

At Flimby Primary School we aim to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure, and record necessary data in numerous 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. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them. The study of geography involves our pupils exploring the relationship and interactions between people and the environments in which they live and upon which they and all life on Earth depends. Many of the pupils who now attend our school will live to see the next century and inhabit a world of eleven billion people. The many opportunities and challenges that will arise during their lifetime will be very much about geography at personal, national, and global scales. As a school we make use of the local area to encourage children to make links with their lives and make learning more real to them.

Our scheme encourages:

- A strong focus on developing both geographical skills and knowledge.
- Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- The development of fieldwork skills across each year group.
- A deep interest and knowledge of pupils' locality and how it differs from other areas of the world. • A growing understanding of geographical concepts, terms, and vocabulary.

Implementation

How we teach our geography curriculum

In the EYFS, children will explore their world using the outside area and access Geography related objectives and skills within the provision as well as regular visits to local places. Children in the EYFS will develop their sense of place by focusing on finding out about their local area, starting with their school and village, as well as experiencing insights into contrasting environments through stories, non-fiction, poetry, and rhymes. Geography lessons are planned and delivered by the two teachers from Year one through to six, ensuring a consistent approach, clear progression, and a central oversight of the subject. These members of staff meet to look at planning, delivery, and assessment. Our scheme is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning in Geography. We adopt a policy of immersive learning in geography that provides sufficient time and space for our pupils not only to acquire new knowledge and subject vocabulary but also to develop subject concepts and understand the significance of what they have learned. Our learning and teaching in geography is interactive and practical allowing opportunities for pupils to work independently, in pairs and in groups of various sizes both inside and outside of the classroom. Learning activities are varied including the use of technology, maps at different scales, fieldwork, questionnaires, photographs, and drama. Similarly, we provide varied and differentiated ways for pupils to record the outcomes of their work including the use of PowerPoint, concept mapping, annotated diagrams, improvised drama, and the application of a wide range of writing genres. Only in this way will knowledge become embedded and ensure that our pupils can build on what they know and understand from one year to the next. Our learning and teaching in

geography also recognises the importance of fieldwork with several of our investigations involving observation, recording, presentation, interpretation, and the evaluation of geographical information gathered outside of the classroom, this is planned in throughout the year. A variety of workshops and visits are planned to ensure children have access to opportunities outside of the village.

Impact

The difference we aim to make for our children.

Through implementing these practices and strategies, the children will have an improved long-term memory and be able to recall key facts, use high quality technical vocabulary, as well as apply this knowledge to demonstrate skills and fieldwork skills. They will be able to compare similar and contrasting places to Flimby, Cumbria, England and the United Kingdom and have a secure knowledge of map work and locational knowledge. Our aim is to encourage our children to really see the world around them through the inquisitive eyes of a geographer, interpreting their surroundings to understand how and why things came to be how they are now, how the environment impacts them as individuals and as a society and how they and others, both individually and collectively, can impact the environment, for better and for worse. The children will be provided with knowledge that they can use throughout their lives, enabling them to pursue jobs of their choice in the future and to care about their world. Our approach allows us to assess and track children against the National curriculum expectations for Geography. The impact of the learning can be constantly monitored through both formative and summative assessment opportunities.