

Geography at Church Eaton



Intent: What are our aims?

Our entire curriculum is designed to educate and form the whole child. We want children to have a deep understanding of their own story – to know where they have come from, what their own aspirations for the future are and what skills they will need to achieve them. We want children to leave Church Eaton understanding that:

- They are part of a small rural community with a very long and very proud history. (**Community**)
- They are also part of an enormous diverse wider world that will provide endless opportunities. (**Diversity**)
- They are equipped with a toolkit of skills which they can, regardless of their starting points, use to succeed and be the best that they can be (**Social Mobility**).

Our Geography scheme of work supports these guiding principles by aiming 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 data in a range of 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 want pupils to become resourceful, reflective and active citizens who have the knowledge and skills to contribute positively to the world around them.

Our Geography curriculum is ambitious, broad and balanced for all pupils. It is designed and sequenced so that pupils build knowledge and skills cumulatively over time and apply them confidently in different contexts. The curriculum is adapted, where appropriate, so that disadvantaged pupils, pupils with SEND, pupils known to social care and those facing other barriers to learning can access the same ambitious curriculum and thrive.

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.

Our Geography scheme of work enables pupils to meet the end of key stage attainment targets in the National Curriculum, and the aims also align with those in the National Curriculum. 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 future geography learning in Key Stage 1.

Implementation: What do we teach?

Our Geography scheme organises attainment targets using four subheadings:

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

We follow a spiral curriculum model in which previous skills and knowledge are revisited and built upon. Pupils progress by tackling increasingly complex tasks and by completing simpler tasks with greater independence, accuracy and depth. Cross-curricular links are included throughout each unit so that children can make connections and apply their geography learning in other areas of the curriculum.

Our enquiry questions form the basis of our Key Stage 1 and Key Stage 2 units, meaning that pupils gain a secure understanding of geographical knowledge and skills by applying them to answer meaningful questions. These questions are open-ended and purposeful, requiring pupils to collect, interpret and represent data using geographical methodologies, evaluate evidence and make informed decisions by applying their geographical knowledge.

Implementation: How do we ensure that knowledge and skills are progressive?

Nursery: Children will be taught how to

People and Communities	Show interest in different communities
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Reception to Year 6

- Our National Curriculum mapping document shows which units cover each of the National Curriculum attainment targets as well as the strands within them. (See Website)
- Our progression of skills and knowledge shows the skills taught within each year group and how these develop year on year to ensure attainment targets are securely met by the end of each key stage. (See Website)
- Our progression of key geographical concepts document details how key geographical concepts are woven across units rather than being taught discretely. (See Website)

Implementation: What units do we cover and when do we cover them?

Because we have mixed-age classes, we operate a two-year cycle for Geography. Units are mapped out with links to our curriculum drivers of Community, Diversity (D) and Social Mobility (M), as indicated below. The precise knowledge and skills taught in each unit are set out in our progressive knowledge and skills documents and the National Curriculum mapping document on the curriculum section of our website. Please note: the order in which the units are completed may be altered if necessary.

	Block 1			Block 2			Block 3			Block 4			Block 5			Block 6		
EYFS	Exploring maps						Outdoor adventures						Around the world					
	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M
Years 1/2 Cycle A	What is it like here?						What is the weather like in the UK?									What can you see at the coast?		
	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M
Years 1/2 Cycle B	Where am I?						Would you prefer to live in a hot or cold place?						What is it like to live in Shanghai?					
	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M
Years 3/4 Cycle A	Where does our food come from?						Why do people live near volcanoes?						Why are rainforests important to us?					

	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M
Years 3/4 Cycle B	Who lives in Antarctica?						Are all settlements the same?						What are rivers and how are they used?					
	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M
Years 5/6 Cycle A				What is life like in the Alps?						Would you like to live in the desert? (link to Mars climate)						Where does our energy come from?		
	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M
Years 5/6 Cycle B	Why does population change?						Why do oceans matter?						Can I carry out an independent fieldwork enquiry?					
	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M

Implementation: What do Geography lessons look like?

We have identified a series of Teaching and Learning Pillars which underpin all teaching and learning at Church Eaton. Teaching is informed by evidence about how pupils learn so that lessons focus on the most important knowledge, vocabulary and concepts, present new learning clearly, revisit prior content, check understanding systematically and adapt teaching in response to misconceptions and gaps.

Pillar	
Focused Planning	Curriculum programmes of study are developed into medium-term plans which highlight learning objectives, assessment opportunities and sticky knowledge designed to help pupils remember content in the long term. Teachers then plan and adapt units of work around key enquiry questions that need answering. These units integrate discussion, fieldwork, practical activities and opportunities for analysis while addressing pupils' needs so that all can reach their full potential regardless of starting point. Knowledge organisers for each unit provide a highly visual record of key knowledge, processes, facts and vocabulary. Planning is sequenced carefully so that pupils revisit and build on prior learning.
Quality First Teaching	Lessons incorporate a range of teaching strategies including independent tasks, paired and group work, discussion, practical fieldwork, enquiry, map work and the use of digital resources where appropriate. This variety makes lessons engaging and accessible for pupils with different starting points and needs. Geography teaching develops secure subject knowledge and vocabulary while giving pupils regular opportunities to question, investigate, analyse evidence and communicate their understanding. Quality first teaching in Geography is secured through high expectations for all pupils, well-structured lessons with clear objectives, adaptive teaching, the use of formative assessment to inform teaching, and a focus on engagement, challenge and progress.
Effective Target Setting through Meaningful Assessment	Assessment is an integral part of teaching and learning in Geography. Teachers use ongoing assessment within lessons to check pupils' understanding against the learning objectives and intended knowledge and skills. This assessment is then used diagnostically to identify misconceptions, gaps in knowledge and the next steps in learning. Information from

	assessment supports future planning, adaptation and intervention, ensuring that all pupils are appropriately supported and challenged. Tracking grids and assessment records also help teachers and subject leaders monitor attainment and identify pupils who may need additional support or greater challenge.
Targeted Support	Staff Solution Circles are used to support data analysis and identify what support pupils will need and how this can be achieved. This is supported by Raising Achievement and Progress Meetings that are held regularly. Adaptive teaching, appropriate scaffolds and reasonable adjustments are used in every lesson so that all pupils, including disadvantaged pupils and pupils with SEND, can access the same ambitious curriculum. Opportunities to deepen and extend learning are provided where appropriate.
Purposeful Learning Environment	Geography is celebrated with displays in and out of the classroom and on social media. Learning resources and visual prompts are easily accessible to enable children to work independently, and shared displays are used to celebrate final products and parent engagement days. Regular access to alternative learning spaces, for example the library, hall and outdoor environment, is also explored to enhance the learning experience.
Extended Curriculum	Children are given opportunities to take part in geography-rich experiences, including clubs, local area learning and other wider curriculum opportunities that support and enrich their understanding of the subject.
Reading at the core	Children are provided with reading resources at an appropriate level to support their learning. They have opportunities to borrow books on Geography from the school library and library bus to supplement their knowledge and interest. Geography also contributes to strong foundations in reading, writing, speaking and listening by explicitly teaching subject-specific vocabulary and encouraging pupils to explain their thinking clearly.

Impact: What will our children have learnt from our Geography Curriculum?

Through our carefully planned and sequenced curriculum we work to develop learners, from their individual starting points, who are:

Community Builders who are aware that they are part of a small rural community with a very long and proud history and can use this sense of community spirit to work collaboratively with others for the common good. ·

Clear Communicators who are literate and numerate in all contexts and aware that they are part of an enormous diverse wider world that will provide endless opportunities for them to apply these skills. ·

Successful learners who are equipped with a toolkit of skills which they can, regardless of their starting points, use to succeed and be the best that they can be (social mobility).

The expected impact of following our Geography scheme of work is that children will:

- Compare and contrast human and physical features to describe and understand similarities and differences between places in the UK, Europe and the Americas.
- Name, locate and understand where and why the physical features of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters and the water cycle.
- Understand how humans use the land for economic and trading purposes, including how the distribution of natural resources has shaped this.

- Develop an appreciation for how humans are impacted by and have evolved around the physical geography surrounding them and how humans have had an impact on the environment, both positive and negative.
- Develop a secure sense of location and place around the UK and some areas of the wider world using the eight points of a compass, four- and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping.
- Identify and understand how different elements of our globe create positioning, including latitude, longitude, hemispheres, the tropics and how time zones work, including night and day.
- [Present and answer their own geographical enquiries using planned and carefully chosen methodologies, collected data and digital technologies.](#)
- Meet the 'Understanding the World' Early Learning Goals at the end of EYFS, and the end of key stage expectations outlined in the National Curriculum for Geography by the end of EYFS, Year 2 and Year 6.

Impact: How do we track progress?

EYFS: Assessment in the EYFS takes the form of observation and involves the teacher and other adults, as appropriate. These observations are recorded in a variety of ways, including children's Cornerstones accounts, floor books and exercise books. Each child's progress is assessed in relation to age-related expectations. At the end of Reception, children are assessed against the Early Learning Goals and are judged as either emerging or expected.

Years 1-6: The impact of our scheme is monitored through both formative and summative assessment. At the start of each unit, pupils complete a knowledge catcher to help teachers identify prior knowledge and establish a baseline for learning. In each lesson, teachers use assessment guidance to check pupils' understanding against the learning objectives. This assessment is then used diagnostically to identify misconceptions, gaps in knowledge and the next steps in learning. At the end of each unit, pupils complete a unit quiz to assess what they know and remember from the learning journey. As part of our Kapow scheme, pupils also complete endpoint assessments through Time to Shine activities. These provide opportunities for children to apply and showcase the full range of knowledge and skills from across the unit, while helping teachers assess how securely pupils have completed and understood the tasks within the learning journey. To support this further, we also carry out book looks, pupil interviews and regular moderation exercises to check the progress made and identify how best to support pupils moving forward.