



## Geography

### Curriculum Intent

At Bentley High Street it is our intent that our Geography curriculum is demanding, meets the aims of the national curriculum and deepens children's knowledge. Our curriculum is designed to build a child's curiosity and allows them to explore the natural and human aspects of the world. Within our school, we strive to enhance the children's understanding of the four core areas of the geography curriculum:

- **Locational knowledge**- children develop more locational knowledge over-time. Concepts such as scale, location using a map/globe are developed across the curriculum.
- **Place knowledge**- children develop understanding of the interaction of location, time and processes. Regional comparators have been carefully chosen so understanding can build across the wider curriculum such as enhancing appreciation of city and rural areas.
- **Human and Physical Processes**- curriculum plans carefully maps how these concepts develop from the Early Years. This is taught in context to real places.
- **Geographical Skills**- field work is carefully built into the curriculum, and it is contextualised to the local area. Children are supported to develop skills and proficiency at collecting and presenting data. The construction of maps, atlases and globes is carefully defined.

Our Geography curriculum is purposely designed to enable children to think like a geographer and explore first-hand how to apply their geographical skills in the real world. Children are encouraged to ask themselves, 'Where is this place?' 'How do you know?' 'How is it changing?' This builds progressively from EYFS where children develop an appreciation of the features of the local area and develop a sense of place. Positional language also begins to develop. We ensure that all children are supported including those with SEND with appropriate adaptations being made. The expectation is that all children can reach the same ambitious end points.

Our Geography units are developed around eight repeating concepts that can be covered across the year, these are;

- **Settlements** – The places where people live including the site and physical nature of the settlements location.
- **Extinction** – exploration of species that cease to exist including how and why this has occurred.
- **Tourism** - Exploring the reasons why people travel away from home for pleasure. The importance of tourism including both the positive and negative social, economic and environmental impacts.
- **Human features** – The impact of human life and what they have built/manufactured.
- **Physical features** – What would have naturally been here such as seas, mountains
- **Migration** – The movement of people from one place to another. Why people move including financial, social, family reasons or being forced. Gain an understanding of push and pull factors.
- **Disasters and their impact** – Natural hazards including extreme natural events that can cause the loss of life, extreme damage to property and disrupt human activity.



- **Map knowledge and experience** – investigating what maps can show including physical and human features.
- **Sustainability** – Impact of doing something that will cause little or no damage to the environment. Why this is important for our Earth and the impact that climate change is having.

The key aim for our curriculum is to give children the confidence to appreciate our environment and how their role within the community is important so that they can then take these skills into the wider world.

## Curriculum Implementation

### Subject Content and Organisation Across School

Geography is taught in regular sequences of learning throughout the year. During the Summer Term there is a whole school Environment and Sustainability focus.

Geography is taught using the following sequence of learning:

1. Recap of prior knowledge
2. Bigger Picture – Concepts are put into the context of the bigger picture of Geography learning throughout school
3. Sense of place – using the world maps to locate. We think like a Geographer – Where is this place? How do we know? How is it changing?
4. What's in the news – Is there a link to anything currently happening in the world right now?
5. Teaching new geographical knowledge including subject specific vocabulary and a consideration of interconnectivity,
6. Applying the new knowledge to relevant tasks - regular referral to knowledge notes.
7. Reviewing the unit of learning with retrieve and practise opportunities.

Children will also answer an enquiry question that has been carefully thought out and planned into developing understanding around our key concepts. The enquiry question will help children delve further with their geographical understanding and help them pose questions about the world around them. This key question is then also returned to in retrieve a practice sessions to allow children the opportunity to explore the concept in a variety of ways.

Teacher's will assess children's understanding through written and oral communication, and they will be assessed on their understanding of the geographical enquiry question for their unit.

Memory is developed through practice and retrieval of skills and referring back to the enquiry questions and concepts at the beginning of each new unit. Every term teachers will assess the map skills of children by testing against the map skills they have been taught. These map skills then progress as children move through school. We also include maps into daily practice by having a large world map and UK map up visible in classrooms that are labelled and added to throughout the year to link to other areas of the curriculum, these maps are also included in the back of curriculum books to allow children to refer back to them independently.

