Geography

intent, implementation, impact

intent

At Clover Hill, we seek to inspire the children with a curiosity and interest in their local area and the wider world around them. We embed our school value of Respect by celebrating and learning from the diversity in our school community, helping children to understand their place within the world. We want our children to be proud of their local community and the richness it offers.

We hope to foster an eco-friendly mindset and encourage children to make their local area and the wider world around them a safer and better place. We aim to offer our children enriching, hands-on experiences providing them with an excellent opportunity to use their developing geographical vocabulary.

implementation

Geography

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

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

The teaching of geography throughout the Early Years and Key Stage One shows a clear progression of skills and knowledge within these four strands across each year group. Geographical key concepts are woven across all units rather than being taught in isolation.

The scheme we use to support our teaching of geography (Kapow) is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing children to revise and build on their previous learning.

Each new unit of geography opens with an enquiry question. This allows pupils to gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions. These questions are open-ended with no preconceived answer, making them both engaging and challenging for pupils. In attempting to answer them, children are able to develop a range of geographical skills, relevant to the area which they are studying.

Each unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible. Each unit of work maps out the fieldwork process of question, observe, measure, record, and present, to reflect the elements mentioned in the National curriculum. Fieldwork includes smaller opportunities on the school grounds to larger-scale visits to investigate physical and human features. Developing fieldwork skills within the school environment and revisiting them in future study enables pupils to consolidate their understanding of various methods.

Across Reception and Key Stage One, geography units are timetable so that there is one six-week unit per term. For each half term where geography is not taught, geography texts are read, ensuring continuity and consolidation of skills throughout the year.

impact

Geography

At Clover Hilll, we strive to foster a deep curiosity and enthusiasm for geography, encouraging children to explore and understand the world around them. Through engaging lessons, both in the classroom and outdoor learning environments, pupils develop key geographical skills and knowledge that help them make sense of their surroundings.

- Children are engaged and curious in lessons, both in the classroom and outdoor learning.
- Children are able to use geographical vocabulary to articulate what they've learnt and make observations.
- Children develop map skills and apply these to work both in the classroom and outside.
- Children retain learning and can make connections between what they have previously learned and what they are currently learning.
- Children can apply geographical knowledge to fieldwork tasks.
- Children can articulate what they have learnt from fieldwork tasks when they are back in the classroom.

By embedding these skills and experiences throughout their learning journey, children develop a strong geographical understanding and a sense of place in the wider world. They leave our school with the confidence to apply their knowledge in real-world contexts, preparing them for future learning and exploration.