



Our Intent

"Children will be inspired to become curious learners, who have the resilience and confidence to succeed in life."



Geography

Intent

At Medlar-with-Wesham, we are GEOGRAPHERS!

We want our children to love and be curious about geography. We want them to have the confidence to have no limits and the resilience to strive to achieve their ambitions. Growing up wanting to be cartographers, town planners, conservationists or weather forecasters.

Our aim is that, through the teaching of Geography, we provide a purposeful platform for exploring, appreciating and understanding the world in which we live and how it has evolved. We want to ensure that through Geography, pupils are able to explore the relationship between the Earth and its people through the study of place, space and environment.

In Geography, pupils in our school will learn the skills of understanding locational knowledge; how and where people fit into its overall structure. We also intend for children to become passionate and knowledgeable about our local community and beyond, by learning through experiences in practical and fieldwork activities.

Curriculum Coverage

	Autumn	Spring	Summer
EYFS	<u>Understanding the World (Geography) ELGs</u> <u>People, Cultures and Communities</u> <ul style="list-style-type: none">Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <u>Foundational Knowledge</u> <p>Explore the natural world around them, describing what they see, hear and feel whilst outside.</p> <p>Name the city / town / village / country in which they live and the street where their home and school are.</p> <p>Know what type of house they live in.</p> <p>Talk about and name the features of their own immediate environment and how environments might vary from one another. Name and describe places they have visited and places from stories, e.g. beach, island, fields, mountain.</p> <p>Know about one other country, linked to what they have read, e.g. Celebrations around the World, Anansi and the Golden Pot. Recognise some environments that are different from the one in which they live (often linked to stories). For example, if they live in the city what is it like to live in a village and vice versa?</p>		
Year 1/2 (Cycle 1)	Continents Oceans Countries of UK	Capital cities of UK Seas around UK Hot and cold places	Hot and cold places Mapping and fieldwork
Year 1/2 (Cycle 1)	Human and Physical features – Local Area Study Compare a small part of the UK to a non-European location – London and Nairobi	Compare a small part of the UK to a non-European location – London and Nairobi Fieldwork and map skills	Fieldwork and map skills Compare a different non-European location to our locality - Amazon Rainforest
Year 3	Fieldwork – human and physical features	UK Study	Revisit human and physical features (only if your class need to) OS Maps and Scale
Year 4	Rivers Latitude and longitude	Latitude and longitude Water cycle	Rivers revisited (only if your class need to) Map skills – environmental regions
Year 5	World countries – biomes and environmental regions	4 and 6 figure grid references	OS Maps and fieldwork
Year 6	Physical processes – earthquakes, mountains and volcanoes	Settlements UK, Europe and North America comparison study	UK, Europe and North America comparison study



And whatever you do, in word or deed, do everything in the name of Lord Jesus, giving thanks to God the Father through Him.

Colossians 3:17



Expectations

Learning Model

Connected



Our work is built around
cognitive load theory
principles of instruction
evidence informed practice

Cumulative



We believe learning isn't an event. It must be knowledge-rich, vocabulary-rich and skilful

Coherent



Sequence matters
systematically planned
explicit instruction
supports acquisition of curriculum content

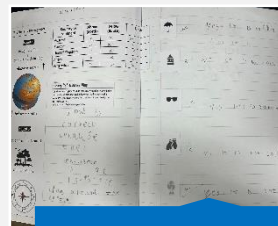
Books

- Knowledge organiser at the beginning of each new topic
- Knowledge note for each lesson
- Key vocabulary identified and highlighted in each lesson.

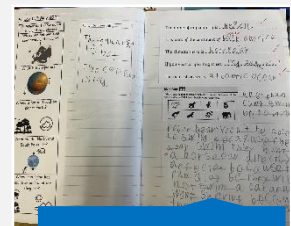
Assessment

- Retrieval practice activities
- Assessment for learning during lessons
- Half-termly summative teacher assessments

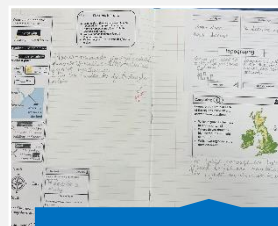
Examples of Work



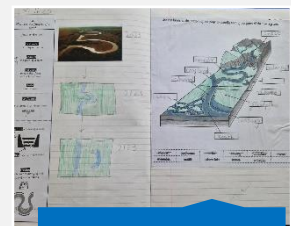
Year 1



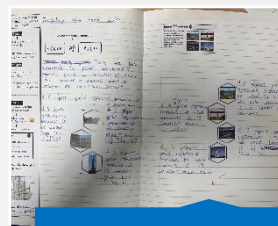
Year 2



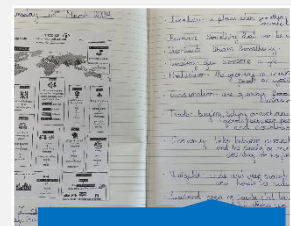
Year 3



Year 4



Year 5



Year 6