



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	ELG – Peoples and communities ELG – The Natural World Can be covered through activities such as Looking at where we live and talking about features we see on the way to school, (Shops, roads, parks, etc...), • Exploring the school grounds to look at features of the environment. • Discussing where extended family members live on a map, including our EAL families' place of birth.		
Year 1/2 (Cycle A)	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 B)	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 3/4 Cycle A	Rivers Latitude and longitude	Latitude and longitude Water cycle	Rivers revisited (only if your class need to) Map skills – environmental regions
Year 3/4 Cycle B	Fieldwork – human and physical features	UK Study	Revisit human and physical features (only if your class need to) OS Maps and Scale
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 OS Maps and fieldwork (orienteering)



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.

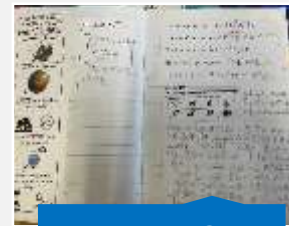
Assessment

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

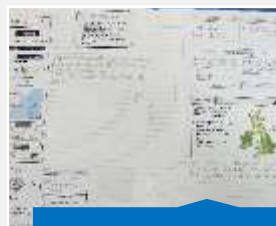
Examples of Work



Year 1



Year 2



Year 3



Year 4



Year 5



Year 6