



Broom Leys Primary School

Geography



Intent

Children will leave Broom Leys as keen geographers with a sense of curiosity about the world and the people who live in it. They will have an excellent knowledge of where places are and what they are like, both locally and globally. They will also understand how places have similarities and differences with regards to human and physical geography. In addition to this, they will have a strong understanding of the physical environment and the impact humans have had on the changing world. They will be able to express their opinions and ask questions about society and the environment. They will utilise geographical skills and knowledge with confidence to navigate their local area and beyond.

The intention of the Geography Curriculum at Broom Leys Primary School is to inspire children's curiosity and interest to explore the world that we live in and its people. We intend to equip children with geographical skills to develop their knowledge through studying places, people and physical and human environments. This seeks to deepen the understanding of the Earth's human and physical forms and processes. Geography, by nature, is an investigative subject. Through our teaching, we intend to provoke thought, questions and to encourage children to discover answers to their own questions through exploration and research to enable them to gain a greater understanding and knowledge of the world and their place in it.

As pupils study geography, they encounter different societies and cultures, which helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values and their rights and responsibilities to other people and the environment.

At Broom Leys, our geography curriculum is carefully mapped out in our long-term plan. This outlines when key concepts will be taught and revisited and shows how these concepts progressively lead towards children achieving our identified geography curriculum end points. The long-term plan also enables links between subjects to be identified and carefully planned for to support children's retention of knowledge and skills.

Children develop their understanding of key concepts in geography through the following areas of learning:-

- Geographical skills and field work
- Human and Physical Geography
- Locational Knowledge
- Place Knowledge

Short term planning in geography is informed by the subject's long-term plan and Subject Progression Document. Lesson objectives are clear and sequenced so that outcomes are secure and meaningful.

At the beginning of each unit and throughout, children revisit prior learning and link this to new concepts being taught. Additionally, at the end of a learning sequence, children reflect on their new learning and skills and there is opportunity for further teaching when knowledge or skills have not been retained.

Implementation

In order to foster children's curiosity about the world, we are enthusiastic about Geography and encourage children to explore and ask questions. The curriculum has been designed to be progressive and explicit. It gives teachers clarity in what needs to be taught and therefore allows them to be creative and engaging in their delivery. Across two units, teachers will deliver all the appropriate skills and knowledge required based on the National Curriculum objectives. Following this, children will showcase their learning through a geography project which will allow children to revisit and apply a wide variety skills and knowledge learnt over the year. Teachers are encouraged to consider opportunities available to use the school grounds and the local area for fieldwork to enable children to base learning on first hand experiences to enhance teaching and learning in Geography.

Broom Leys Whole School Curriculum Map:

	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 1
EYFS	<p><u>Understanding the World: People, Culture and Communities</u> <u>Understanding the World: The Natural World</u> Exploring the school grounds, local area, maps (bird's eye view). Where do we live? Where is Coalville? Where is Coalville on a map of the UK? Where is England on a map of the UK/world?</p>		<p><u>Understanding the World: People, Culture and Communities</u> <u>Understanding the World: The Natural World</u> Describe immediate environment - what is Coalville like now? What was it like in the past? Similarities and differences between past and now - Coalville as a mining town. Similarities and differences between immediate natural world and contrasting environments – our school environment and life on the farm.</p>		<p><u>Understanding the World: People, Culture and Communities</u> <u>Understanding the World: The Natural World</u> Where is London? Features of London (links to King and Coronation). Finding Coalville and London on a map (static and zooming maps). Finding four countries of UK on a map. Comparison of features of immediate environment to other environments – Bardon Hill and other volcanoes around the world.</p>	
YEAR 1	<p>Unit 1: What is the geography of where I live? Our School and local area</p>		<p>Unit 2: What is the geography of the UK?</p>			<p>Unit 3: Showcase Project: To create an interactive map of the school using a simple key and directional language for an orienteering treasure hunt</p>
YEAR 2	<p>Unit 1: Our Continents</p>		<p>Unit 2: How does the geography of Africa compare with the geography of where I live?</p>		<p>Unit 3: Showcase Project To research and present geographical similarities and differences comparing the UK to a non-European country (children choose their own continent)</p>	
YEAR 3	<p>Unit 1: Volcanoes</p>		<p>Unit 2: European Countries</p>		<p>Unit 3: Showcase Project To research and present information about volcanoes across Europe</p>	

YEAR 4	Unit 1: Our World			Unit 2: Mountains		Unit 3: Showcase Project Designing a Mountain Survival Guide
YEAR 5		Unit 1: South America		Unit 2: Rivers and the water cycle		Unit 3: Showcase Project My Amazon Adventure To investigate aspects of the Amazon Rainforest and create a comprehensive travel brochure to inform and persuade
YEAR 6		Unit 1: Biomes		Unit 2: What is the effect of trade on our local area? What is the effect of trade globally?		Unit 3: Showcase Project To create a short film of how Coalville has changed over time due to trade

Impact

Children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it. Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent geographers in secondary education. At the end of each year, the children will showcase their learning through a project which will allow them to recall and apply a multitude of skills and knowledge learnt previously.