

# GEOGRAPHY AT WILLAND SCHOOL

## INTENT

At Willand School, we believe that geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The knowledge-rich geography curriculum at Willand School enables children to develop core knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills.

The curriculum is designed to ensure that teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress through the school, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge and skills are progressive and are sequenced to provide the framework and approaches that provide explanation of how the Earth's features at different scales are shaped, interconnected and change over time.

We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and beyond.

## IMPLEMENTATION

The curriculum is led and overseen by the geography lead as part of our humanities team. As geography lead, a regular programme of monitoring, evaluation and review and the celebration of good practice will contribute to the ongoing commitment to continuous improvement. The teaching, learning and sequencing of the geography curriculum is as follows:

- the curriculum is implemented to ensure coverage and progression in all skills and knowledge relating to geography. Moreover, there is an opportunity within each session to use new knowledge to revisit and consolidate geographical skills;
- 'Big Questions' are used for each unit. These provide a framework within which an enquiry approach is fostered. Children work as young geographers, answering these questions at the end of each unit with the use of data, knowledge and skills that they have gathered throughout;
- pupils are expected to understand subject-specific vocabulary relating to human and physical geography;
- they carry out geographical enquiry inside and outside the classroom, ask geographical questions and use geographical skills, including fieldwork skills, and resources such as maps, atlases, aerial photographs and ICT;

- educational visits and external expertise are used to enhance cultural capital and where applicable links to geography will be made to develop the children's topical learning.

## IMPACT

As children progress through Willand School, they will:

- deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments;
- use maps, atlases, photographs, technology and other digital resources to develop their knowledge and further extend their skills when working as young geographers;
- explore outdoor learning environments, both within the school grounds and local community;
- develop a deep knowledge, understanding and appreciation for their local area and its place within the wider geographical context;
- take responsibility for looking after their environment now and in the future;
- become confident geographers and be able to clearly discuss their learning from past and current topics.

## GEOGRAPHY IN EYFS

In the EYFS Geography is encompassed in 'Understanding of the World' and incorporates children's understanding of 'People, Culture and Communities' and the 'Natural World'. From an early age, the children at Willand School learn about different cultures, beliefs and routines.

Through the EYFS topics of 'All About Me', 'Come Outside' and 'Ticket to Ride' we capitalise on children's fascination and interest in their surroundings and the world in which they live. The children explore what makes them unique as an individual as well as discussing similarities and differences of their homes and families and their environments. They develop an appreciation of other people, their communities and their traditions.

Utilising our indoor and outdoor environments, children are encouraged to have a sense of awe and wonder and an appreciation of the natural world. They begin to develop a sense of responsibility and an understanding of the impact people have on the environment.

We promote methods of caring for the wider world beginning with recycling, whilst also modelling respect for living things and encouraging children to think about how we can make the environment safe.

Adults know and understand geographical language. They take every opportunity to model geographical vocabulary and teach geographical skills encouraging children to ask questions, noticing and comparing similarities and differences and expressing opinions.

Our geography lead is: Mr Oliver Cowan (part of the Humanities Team)

Our geography governor is: Mr Tim Child