

# Geography at Kingsley Primary School



## Our Intent

The study of geography involves our pupils exploring the relationship and interactions between people and the environments in which they live and upon which they and all life on Earth depends. Many of the pupils who now attend our school will live to see well into the next century and inhabit a world of 11 billion people. The many opportunities and challenges that will arise during their lifetime will be very much about geography at personal, national and global scales.

We intend Geography to be:

- **Aspirational** - instilling in our pupils a desire to achieve the highest levels of success in their acquisition of geographical knowledge.
- **Logical, relevant, broad and balanced** - reflecting the National Curriculum.
- **Sequenced** - to ensure that pupils can build on previous knowledge and understanding as they tackle more complex and demanding enquiries.
- **Progressively more challenging** in terms of the complexity of the subject knowledge we want our pupils to acquire and also the critical thinking skills we support them to utilise to ensure they understand the significance of that knowledge.
- Built upon geography **established in the Early Years Foundation Stage** and in particular that which addresses the knowledge and skills expectations of the People, Culture and Communities Early Learning Goal.

## How do we do this?

We adopt an enquiry focused approach to learning and teaching in geography which develops our pupils as young geographers.

- Through enquiry our pupils not only build subject knowledge and understanding but become increasingly adept at critical thinking, specialised vocabulary and their grasp of subject concepts.
- We structure learning in geography through big question led enquiries about relevant geographical topics, places and themes.
- Our curriculum is therefore 'knowledge rich' rather than content heavy as we recognise that if we attempt to teach geographical topics, places, themes and issues in their entirety we restrict opportunities for pupils to master and apply critical thinking skills and achieve more challenging subject outcomes.
- We adopt a policy of immersive learning in geography that provides sufficient time and space for our pupils not only to acquire new knowledge and subject vocabulary but also to develop subject concepts and understand the significance of what they have learned.
- Our learning and teaching in geography is interactive and practical allowing opportunities for pupils to work independently, in pairs and also in groups of various sizes both inside and outside of the classroom.
- Learning activities are varied including the use of mysteries, maps at different scales, GIS, geographical puzzles, photographs and drama. Similarly we provide varied and differentiated ways for pupils to record the outcomes of their work including the use of PowerPoint, concept mapping, annotated diagrams, improvised drama and the application of a wide range of writing genres. Only in this way will knowledge become embedded and 'sticky' and ensure that our pupils can build on what they know and understand from one year to the next.
- The schemes of work for each geographical enquiry highlight both the objectives and anticipated outcomes of the investigation. They are also carefully structured through the use of ancillary questions, to enable pupils to build their knowledge and understanding in incremental steps of increasing complexity until they reach the point where they are able to answer the question posed at the beginning of the investigation.
- Our learning and teaching in geography also recognises the importance of fieldwork with a number of our investigations involving observation, recording, presentation, interpretation and the evaluation of geographical information gathered outside of the classroom.