

Geography at Kingsmoor



The study of geography is more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it's about using all that knowledge to help bridge divides and brings people together
– Barack Obama –

Intent

Our geography curriculum aims to teach the children more about the world they live in. At Kingsmoor, we believe that geography is more than just learning about the location of globally significant places. Whilst we acknowledge this is a vital part of the curriculum, we believe that the geography teaches and nurtures children to become conscientious, global citizens concerned about the world we live in and how we can make a change for the better. At Kingsmoor Academy, we follow the National Curriculum closely. We ensure that every National Curriculum objective is taught at least twice across each Key Stage. This 'spiral' curriculum allows knowledge and understanding to be revisited, built upon and deepened as our children move up through the school.

Our geography curriculum has been carefully planned to be in line with the names of our classes, which are called after countries. Children in each class learn about the location of places, they look at the human and physical features of their country and they evaluate the human impact on our planet. We also have an outdoor curriculum where children can learn more about our school environment and the local area. Fostering a love of geography have led to children at Kingsmoor forming an Eco-Warrior committee, tackling issues in our environment such as littering and recycling. Kingsmoor Academy has also been involved in European wide Erasmus+ projects concerned with climate change and outdoor learning. Through these projects, we aim for our children to become more diligent learners who want to make a difference in our world but they also learn important cultural similarities and differences between our country and those around Europe.

Implementation

A lot of our geography takes place in our first term up until Christmas where each class learns about their class country. There are also a number of other geography topics taught in the summer term. Each class start their geography topic learning about globally significant places, they then move on to the location and geography of their specific country. Children look at the human and physical processes and features of their country and finish their topic by evaluating the human impact on our planet. Looking at the benefits and concerns of tourism in Australia, renewable energy sources in China and fair trade in India are just some of the current issues we look at.

Impact

The impact of our geography curriculum can be seen in many different ways. The introduction of our Eco-Warrior committee, which over 100 children applied for, shows that our pupils are becoming more conscientious global citizens. Children start each topic by completing a pre-topic assessment. We complete a quiz, a vocabulary list and a self-assessment on the substantive and disciplinary knowledge that we will cover during the topic. We then repeat the same tasks at the end of the topic. The difference between this pre and post task shows the impact that the topic has had on the children.

Assessment

- AFL is used within each lesson to establish next steps for pupils
- Start of topic and end of topic assessments are used to measure understanding and impact
- 'Geog My Memory' books are used to measure retrieval of memory from previous lessons and topics

Monitoring following the MERS cycle

Monitoring is undertaken by the subject leader and SLT during the school year. This will include:

- monitoring the curriculum coverage
- learning walks during geography lessons
- scrutiny of geography (KLP) books
- speaking with pupils and discussions about what they have learnt and enjoyed

Marking and Feedback

Work should be marked according to the school marking policy by:

- highlighting the LO to show that children have understood the learning from that lesson
- stamping the work to show whether it was independent work or whether they received additional support
- misconceptions are addressed through either verbal or written feedback

EYFS

EYFS cover Geography in a range of Development Matters areas. EYFS provides a basic knowledge and interest of our world which can be taken forward into Key Stage One. All classes have atlases and a globe in the classroom. These are provided in their classes 'construction' area so children have access to explore the resources independently.

With the classes being named after countries there are many opportunities to make links between England and their class' country. For example, Spain and France learn about their country and its culture in autumn term and throughout Carnival Week. Also near Christmas, children look at how the festival is celebrated all over the world.

Although we do not introduce concepts such as human and physical geography, children in EYFS are familiar with what human and physical geography is. For example, they look at landmarks, their local area and beaches in their topic 'Going Places'. In Science there are links to the Arctic and Antarctic regions when they look at animals and habitats. During the topic of 'All About Me' they look at different maps regarding where they live in the world. Early Years spend a lot of time in the outdoors and they spend a lot of time identifying the seasons and daily weather patterns.

During our school's British Values week, EYFS spend their time familiarising themselves with key aspects of Great Britain. For example, the countries, the capital cities and institutions such as the monarchy. We believe that our children leave our Early Year's provision with a basic understanding and a curiosity about the world in which they live in.