



# Whitchurch Primary School

## Geography Implementation

At Whitchurch, we organise the teaching of geography curriculum through unit foci which are delivered to the 3 phases within the school: EYFS, Lower School (Y1-3) and Upper school (Y4-6). Geography is taught in blocks during 3 half terms of each year.

### **Foundation Stage:**

In Willow Class, as part of the Early Years Foundation Stage (EYFS), children's work will be related to 'Knowledge and Understanding of the World' as set out in the Early Learning Goals. The children learn about aspects of Geography through topics such as: Seasonal change & the weather, contrasting environments (where I live & where minibeasts live) and 'All at Sea'. Our EYFS pupils also attend an off-site Forest School fortnightly throughout the entire year.

### **Lower School:**

Pupils will be given opportunities to investigate their own and a contrasting locality. They will gain some understanding of the quality of environments, of ways they affect people's lives and how these environments may be sustained and improved. They will develop an awareness of the wider world. They will be able to name and locate the world's seven continents and five oceans. They will also study the characteristics, location and capital cities of the four countries of the United Kingdom. They will also be taught about physical processes such as the weather. Children will learn geography through an integrated cross-curricular approach with an emphasis on the key skills required to access geographic learning.

## **Upper School:**

Geography in the upper school will build upon the work begun in the lower school and will continue to follow an integrated cross-curricular approach. Pupils will be taught compass and map reading skills, including being able to use the eight points of the compass, four and six figure grid references, symbols and keys. Pupils will be taught principal features of maps of the World, Europe and the British Isles. They will study the regions of the world prescribed in the National curriculum as well as comparing land use in their local environment to other regions within the UK and around the world. Pupils will develop field work skills, understand key physical processes, topographical features and gain a better understanding of human's impact on the planet.

## **Teaching Rationale**

At Whitchurch, Geography is taught through focused units throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked unit and these are mapped across the school, ensuring that knowledge builds progressively and that children develop skills systematically. We do not follow any particular published scheme as we prefer to tailor our lessons to the needs of the children, although we will use resources from video hosts, commercial books and websites to enhance learning. Existing understanding and 'where does this fit in with what we've learned before?' are discussed at the beginning of each topic.

## **Key Concepts**

We have identified key concepts which are repeatedly referenced throughout the curriculum. These are:

**boundaries** (continents, localities, nations)

**cartography** (atlases, directions, distance, Equator, latitude, longitude, North/South Pole, maps, scale, symbols)

**change** (adaptation, sustainability)

**climate** (climate change, climate zones, pollution, weather)

**interdependence** (economy, trade)

**movement** (migration, navigation, transport)

**physical geography** (biomes, bodies of water, tectonics, topography)

**resources** (energy, food supply, infrastructure)

**settlements** (population, rural areas, urban areas)

Tasks are selected and designed to provide appropriate challenge to all learners, in line with the school's commitment to inclusion. At the end of each unit, key knowledge is reviewed by the children and checked by the teacher and consolidated as necessary.

Cross curricular outcomes in geography are specifically planned for and link predominantly with Literacy (such as compiling brochures), Science (properties of materials-rock types) and Maths (data handling).

The Geography provision is also well resourced and specific resources are mapped to specific year groups and units to support effective teaching and learning.

The local area is utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice including Forest School in reception and local study units in both phases of the school looking at the local village and the larger village across the bridge.

Residential trips in Upper school are planned to enhance the geography curriculum and areas have been chosen specifically for the natural environment which can be studied: mountain, coastal and forest.