



Subject Rationale - Geography

Our vision for geography:

At Abram Bryn Gates Primary School, we value Geography. A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Our Geography curriculum aims to equip 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 our pupils progress, their growing knowledge about the world will help 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, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The content of our Curriculum for geography:

We use Collins scheme of work in geography to support the National Curriculum because it provides children with a consistent, engaging base that builds upon learning across the key stages. The locality study units are important to our school as they give our children the opportunity to explore the important relationships between the local physical environment and society. Each key stage will access a variety of units that develop their knowledge and understanding of location, human and physical geography, in line with the National Curriculum expectations. Utilising this scheme ensures that our children are accessing a broad and balanced range of learning experiences.

In the EYFS children will follow their early learning goals and have a range of planned experiences and opportunities that allow them to explore the natural world in which they live. They will begin to explore patterns and changes relating to their daily experiences and begin to discuss the similarities and differences within these.

In Key Stage 1, children will begin to widen their knowledge and experiences, focusing on local area studies as well as looking into the wider community. Children will explore through a range of key questions, how food is produced, coastal environments and begin to compare and contrast weather patterns.

In Lower Key Stage 2, children will build upon their early experiences and look in more depth at the local area, looking beyond the school grounds to the wider area of Wigan and our county, Greater Manchester, specifically focussing on changes over time. Alongside this, children will also be investigating a range of different living environments including Florida, a state within the USA, jungles, deserts and megacities with the aim that they will compare and contrast the vast range of environments within our world. Children will then begin to look at natural disasters.

In Upper Key Stage 2, the foundation built within the lower years is expanded by observing and researching the impact that natural disasters can have on people. The children will focus in on climate change and

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volcanoes specifically, using case studies to support their learning. Continuing to look into the physical geography, children will learn about the formation of rivers and mountains, utilising maps and atlases to interpret the environments. Finally, children will utilise their growing skills of evaluation and justification to explore the purpose and benefits of National Parks and Fairtrade schemes.

Our curriculum is heavily focused on developing not only children's knowledge and vocabulary but their skills of communicating ideas. The expectation for our children is that they will build upon these core skills across the curriculum and apply them seamlessly within geography.

KS1	LKS2	UKS2
Recognise Identify Describe Observe Select Categorise Classify Sequence Compare and contrast Recall Reason/ speculate	As in KS1 plus: Summarise Synthesize Explain Demonstrate understanding	As in KS1/LKS2 plus: Empathise Reach informed conclusions Make reasoned judgements Justify Apply Evaluate Critique Hypothesize

Inclusion

Geography also aims to fulfil the requirements for inclusion by inspiring curiosity in the world and its people. This is done by providing an engaging learning environment that draws upon a range of high quality resources and experiences that foster children's natural fascination with natural and physical phenomena.

As a school we ensure that all pupils can engage with geographical learning and develop as young geographers irrespective of their race, cultural background, gender, religion, creed, level of intellectual ability or physical and emotional circumstances.

Opportunities and Resources

As geography in its nature is concerned with the world around us, local visits and experiences are an essential part of developing children's curiosity and growing understanding. Across the key stages potential opportunities are:

EYFS	KS1	LKS2	UKS2
Locality walk: Canal, Virodor woods Three Sisters Local Park	Viridor Woods local area walk	Local area walk City visits	Museum visit River field work Mountain field work

Assessment

In Geography, assessments will be made over time based on evidence of a range of activities across the strand that are taught over a period of time. The nature of assessment will vary from formative to summative assessments, through observation, discussions and evidence of written tasks - including the progression of skills, knowledge and vocabulary. Teachers will also assess the children against the progression document using the following judgements: emerging; emerging +; developing; developing +; secure and secure +, and will record such judgements using the Insight tracking system.

Monitoring

Following an action plan being completed, the Geography lead will work to carry out the tasks; auditing, pupil voice, teacher feedback and observations of Geography sessions and surgery days. The feedback will then be shared with colleagues, including what is working well, areas to consider and next steps – this will then be reviewed and will feed into the following academic year's action plan. Our aim is to deliver Quality First Teaching across the curriculum and to achieve this effectively, Training for staff will be available as a result of monitoring and identifying areas for development. An example of this would be when staff access CPD from other Geography leaders from other settings.