

# Nun Monkton Foundation Primary School

*"Be curious, be brave and believe"*



## GEOGRAPHY Statement of intent

### **INTENT**

At NMFPS our intent is that children are curious to find out about the world around them - in the locality, the county, country and the world in which they live. Our intention is that they experience wonder at the physical and human geography they learn about. We want them to learn through fieldwork, exploring the local area they belong to and further afield; interpreting and using a range of geographical sources including maps, globes photographs and interactive electronic means to do so. We want our pupils to have an excellent knowledge of where places are and to find out what places are like. We want them to use geographical vocabulary, ask and investigate explain their findings. Our pupils will understand the differences between physical and human geography and have respect for different environments and cultures.

### **IMPLEMENTATION**

#### In EYFS

The EYFS Curriculum for Understanding the World: People and Communities is taught in a variety of ways through adult-led and adult-supported tasks and child initiated learning in well-resourced provision areas, both indoors and outdoors, including at Forest and around our village

#### KS1 and 2

Geography teaching and learning will be '**blocked**' rather than taught throughout the year every week of the school year. Children study one block per term for a number of weeks, as we find a concentrated focus in part of a term is better for the learning of the pupils and the focused teaching to take place.

Within each block, children focus on particular geographical skills and gaining age-appropriate subject knowledge and vocabulary, from the **six broad strands** of Locational knowledge; Place knowledge; Geographical Skills; Fieldwork; Geographical enquiry and Human and Physical Geography.

To ensure a spread of geographical learning, each year, children will complete one Geography unit from each of **three themes**. Within each unit children are taught a list of skills and knowledge to be gained during their journey from Year 1 – Year 6, revisiting the themes but with increasingly demanding objectives. Place location will be taught across all three themes.

THEME 1	THEME 2	THEME 3
<b>GEOGRAPHICAL SKILLS, ENQUIRY and FIELDWORK</b> (including map making/ settlement) <b>Forest Sessions/ Residential links for mapping and fieldwork</b>	<b>Locational knowledge and study of particular places around the world (including Europe and America)</b>	<b>Physical and Human geographical features</b>

Children investigate, interpret, discuss and draw conclusions about the physical and human geography of places. In Key Stage 2 this includes studying beyond the local area to include the United Kingdom and Europe, North and South America.

We ensure our pupils have opportunity for Geographical work to be covered in Forest School sessions, during our bi-annual Residential for KS2 pupils and in curriculum areas such as reading, writing and maths (where finding out information, reporting information and handling data will be covered).

Due to the fluctuating cohort and Key Stage composition of our classes year-on-year, we cannot follow a strict two or three year rolling programme. Instead we follow a roughly two year rolling programme, adapting the theme of Geography work so that progression of Geography understanding occurs. For

example, children who have studied 'settlements in Year 3 by looking at the local area may well cover study of settlement in subsequent years, but using higher order skills and not using the same umbrella title again (e.g. build on their understanding of settlements in a different part of the world).

Our school uses units of work from subscribed schemes such as Plan Bee and Grammarsaurus to assist teachers with planning and workload, but teachers use their professional judgement in selecting other resources to meet the learning needs of their pupils.

Where relevant and possible, we offer enrichment activities to motivate, excite and inspire pupils in the form of educational visits (e.g. our residential), visitors, theme days, achievement and assemblies.

Children's understanding will be measured by on-going assessment against the skills of the National curriculum statements and our NMFPS skills progression documents. Assessment judgements will be recorded on FTD under the areas of geographic skills and understanding (recorded as below, just below, on track or above expected age-standard).

Age-related learning objectives are assessed under each of the Geographical skills of Locational Knowledge; Place Knowledge; Human and Physical Geography; Geographical skills & Fieldwork and Geographical Enquiry.

### **IMPACT**

By the time they reach the end of Year 6 pupils will

- Have an excellent knowledge of where places are and what they are like.
- Have a solid foundation of geographical knowledge and vocabulary.
- Have an enthusiasm for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- Be accomplished in investigating places, patterns and communicating information geographically (like a geographer?)
- Have an excellent understanding of the ways in which places are both interconnected, interdependent and how much human and physical environments are interrelated.
- Have the ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Have a well-developed and frequently utilised fieldwork and other geographical skills and techniques.
- Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment
- Think originally, creatively and imaginatively to interpret and represent geographical subject matter.
- Be competent to carry out geographical enquiry demonstrating ability to apply questioning skills and use effective analytical and presentational techniques.

### **How Geography links with our school values**

<b>Be curious</b>	A curiosity and respect to find out about the human and physical features of places local and around the world, appreciating the similarities and difference of other countries and cultures. A keenness to find out about where places are in the world and what they are like
<b>Be brave</b>	An open mind and interest to find out about places, people and geographical features that are different to what they are used to in their own locality. To be brave in creating Children have the opportunity to practise and apply language skills within the classroom, during theme days . Learning a new language is hard, but through being brave our pupils are willing to have a go in speaking, reading, listening to and writing a different language.

<b>Believe</b>	Children will leave Nun Monkton school believing in themselves, as confident language learners with the skills they need to progress in their secondary education. They will treat others who speak a different language with fairness and respect
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### **Our Geography teaching and learning supports the following school aims:**

- Enable children to become **independent** and **confident** learners; **well-rounded** characters who are **self-aware**, **reflective** and **resilient** individuals.
- **Care for and about each other**, be **courteous** and **empathetic**, showing **respect** and **understanding** towards everyone.
- Create a **safe and stimulating** place where children are **happy** and **enthusiastic** learners, where they learn how to keep themselves **safe and healthy**, able to **communicate** & work in a **team**, developing **confidence** and **life skills** together.
- Encourage everyone to have **high expectations** of **themselves and others**, **supporting** and **challenging** everyone to **achieve** their best, developing a strong **work ethic**, **self-motivation** and taking **pride** in their achievements.
- Enable children to develop an **understanding of the wider world** through learning and exposure to a **variety of cultures**, **ideas** and **beliefs**, **respecting** and **recognising individuality** and **diversity**.
- Provide a **wide range of interesting and exciting learning opportunities** to **enthuse** everyone to be lifelong learners, through engagement in a curriculum that instils **values for life** and **prepares pupils** for wherever their journey takes them as adults.