

Geography

Environment is one of our curriculum drivers and looking after our world is a focus at Overstone Primary School as children strive for impactful environmental actions, assisted by our Eco Team. Through our geography lessons, we aim to further inspire our children to have respect and appreciation of the world they live in and understand the link between human and physical geography, enabling a sound understanding of the environmental issues that may impact them in the future.

We teach geography within a broad and balanced curriculum, following the Kapow Primary Geography scheme of work, designed to inspire our children to be curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want children to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage our children to become resourceful, active citizens who will have the skills to contribute to and improve the world around them. Throughout their learning journey, four Key Components of Knowledge will be considered. They are:

- Location and space;
- Diversity;
- Environment;
- Connections between human and physical geography.

They support National Curriculum strands and include the geographical concepts of place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development, cultural awareness and cultural diversity.

Key Components of Knowledge, National Curriculum Strands and Key Geographical Concepts

Location and place— children use maps to locate features and places in the locality, nationally and globally. In each year group, a focus region will be studied. Key geographical concepts in this component include place, space and scale. (National Curriculum strands - 'Locational Knowledge' and 'Place Knowledge').

Diversity — our geography curriculum aims to tackle stereotypes, improve representation of places and people, and empower all children to understand our complex world and their place within it.

Key geographical concepts in this component include cultural awareness and cultural diversity (National Curriculum strands - 'Place Knowledge' and 'Human and Physical Geography').

Environment – our children will learn how they can take responsibility to protect our school environment, local environment and the world. Key geographical concepts in this component include environmental impact and sustainable development. (National Curriculum strand 'Place Knowledge' and 'Human and Physical Geography').

Connections between human and physical geography – the interconnections of geography are explored as children learn about people (human geography) and the natural environment (physical geography) and the complex relationship between the two. Key geographical concepts in this component include interdependence, and physical and human processes, (National Curriculum strand 'Human and Physical Geography').

Geographical skills and fieldwork will run throughout the Key Components of Knowledge.

Our Geography Lessons:

Knowledge retrieval takes place at the beginning of lessons. Children in KS1 and KS2 may show answers (e.g. hands on heads or on shoulders to demonstrate choice of answer to a verbal question). In KS1 and KS2, teachers may display an 'odd one out' from a previous lesson. In Upper KS2, children may jot answers in the back of their book and self-mark.

Vocabulary is displayed and discussed.

Learning Intentions are displayed at the appropriate point during lessons. Enquiry questions are discussed and ideas are shared.

Specific knowledge and skills focus on the four Key Component Knowledge strands.

In children's books you will see:

Pre and post-unit mind maps to show each pupil's knowledge at these key assessment points.

Knowledge organisers.

Learning intentions written for each recorded lesson.

Quizzes where appropriate.

In Upper KS2, you will see knowledge retrieval at the back of book in the form of one word answers, or ABC to questions on the board. This will be self-marked by children.