

Geography



Intent

At Sunningwell we have used the Geography Association and the National Curriculum to inform the planning and content of our curriculum. Geography can speak directly to children's curiosity, wonder and concern for the world around them. Through our children's learning we hope that they will gain the disciplinary knowledge of place, space, Earth systems and the environment. That our children will begin to understand how Geographers work, by seeking qualitative and quantitative data and applying this to their understanding of real-world issues such as climate change and migration. Children will gain substantive knowledge through discrete lessons and as part of the wider curriculum. Learning in Geography will be linked to other subjects including History, Maths, PSHE, RE, Science and DT.

Implementation

The curriculum will focus on political and physical geography and geology through a number of themes including 'Great Britain', similarities and differences between Oxford and cities in two other countries (one European one from another continent), weather and climate. Our Geography curriculum will start by looking at our local environment and conditions here before extending learning by, for example, making comparisons with national and international circumstances. Vocabulary linked to the theme will be an important part of the children's learning, enabling them to question, express ideas and explain concepts meaningfully. A two-year cycle will facilitate children re-visiting and building on the substantive and disciplinary knowledge associated with the themes, supporting deep learning. The cyclical nature of our curriculum will enable teachers to identify what has been learned, to build on and embed prior learning and make connections between key concepts learnt.

EYFS

In the early years Geography will be experienced through the area of learning 'Understanding the World'. Children will be guided to make sense of their physical world and community through a range of personal experiences and extended through, for example, play, walks, stories, shared talks, and their interactions with the environment. Specific vocabulary will be taught to support children's oracy; to question and speak meaningfully about specific topics. EYFS will draw on the local environment and children's personal experiences to begin to develop a sense of the wider world. Opportunities will be provided to encourage children to build a range of transferable skills, including problem-solving, observation, collaboration, open-mindedness, courage, resilience, curiosity, integrity, and a sense of what is fair and equitable. These should combine to allow them to explore, interpret, talk about and 'experience' the world around them, as well as providing the foundations on which all future learning can be built.

Impact

Geography, possibly more than any other subject area, will enable our children to go out into the world with a sense of their place in it and their responsibility to shape the future. Our geography planning (as well as learning in other curriculum areas) and books evidence will show that we have delivered a broad and balanced curriculum and should demonstrate the children's acquisition of identified key knowledge. Learning walks, pupil interviews and book looks will show that children are critical and analytical thinkers and can make informed and balanced judgements based on their knowledge. Alongside the knowledge they have acquired, children should be able to discuss how geographers and the wider community use evidence to support explanations and support or challenge other views using evidence derived from a range of sources.