



## Court de Wyck Church School Geography Policy Knowledge and Progression

### **Growing Together, Belonging and Achieving**

Everybody in our caring Christian Community inspiring, nurturing and challenging each other to do their best in mind, body and spirit to achieve more than they ever thought possible.

**John 10:10 'Life in all its fullness'**

### **Our Curriculum Intent**

*At Court de Wyck Church School our curriculum is child-centred, aspirational and purposeful in order to instil within our pupils the knowledge, skills and confidence needed for their ever-changing futures. Its focus is on nurturing pupils' natural curiosity and love of active learning, supporting them to develop resilience and understanding of the world around them. It encourages pupils to make connections and to be creative, independent thinkers who relate their learning to real-life experiences. At the heart of our curriculum are our values and 'crew'- working together and achieving more than we thought possible.*

### **Our Geography Intent**

- It is tailored to meet the needs of Court de Wyck Church School, its context within a semi-rural village setting and its pupils who come from a diverse social background
- It is rooted in the needs of our community, drawing on local landmarks and the environment. An example of this is local walks through Claverham to support mapping skills and walking up Cadbury Hill
- It provides experience of and connections to the world beyond the school through a comprehensive programme of external visits/visitors
- It provides a broad range of creative learning experiences to develop children's moral, spiritual, social, mental, physical and cultural understanding through our whole school values and the development of a contextually relevant curriculum
- Is ambitious and aspirational for all pupils inspiring them to believe they can achieve more than they ever thought possible
- It recognises and celebrates diversity welcoming each pupil as an individual
- It secures pupils' core skills, knowledge and understanding to at least an age-appropriate level and beyond, and is adapted, designed, and developed for pupils with additional learning needs or disabilities.
- It provides coverage of the National Curriculum and ensures children make good progression from EYFS to Y6
- It provides enrichment opportunities to broaden and enhance the curriculum experience for pupils through engaging Enquiry Questions and contextually specific learning opportunities to develop 'The Court de Wyck Child'



- Is flexible and responds to pupils' interests, understanding and progress

### **Our Geography curriculum is based on the following principles:**

- Ensuring that children have a deep-rooted understanding of the local area which is then broadened to understand their sense of place within the wider world
- Providing opportunities for children to revisit and systematically build on their geographical knowledge year on year
- Children develop the skills and language required to enable them to communicate their understanding in Geography
- Making links between their learning in Geography and other subjects such as History and Science
- Capturing children's interest in Geography through practical opportunities to apply and deepen their skills and knowledge.

### **Intent Overview by Key Stage**

At Court de Wyck, pupils are provided with a broad and balanced curriculum in Geography which is tailored to be inclusive for all. We have variable mixed aged classes and so we plan the progression of learning for pupils in cycles. These ensure that pupils have the pre-requisite knowledge to learn new material, make links and remember more. This is a summary of what the pupils will learn in each key stage. More detail about an individual cycle is available.

#### **Early Years Foundation Stage**

Geography is taught in Early Years as an integral part of the learning theme through child-initiated and adult led activities. Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.

During the EYFS, pupils should:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and simple maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons.

Y1-Y6 are on a carefully planned bespoke topic programme using Curriculum Maestro which enables all children to learn an ambitious and engaging curriculum to inspire future career aspirations. The geography projects are well sequenced to provide a coherent subject scheme that



develops children's geographical knowledge, skills and subject disciplines. Key aspects and concepts, such as features, compare and contrast, maps, location and fieldwork, are revisited throughout all projects and are developed over time.

## Key Stage 1

<p><b>Our Wonderful World</b> This essential skills and knowledge project teaches children about physical and human features, maps, cardinal compass points, and positional and directional language. They learn about the equator, hemispheres and continents and are introduced to the countries, capital cities and settlements of the United Kingdom. The children carry out simple fieldwork to find out about local physical and human features.</p>	<p><b>Big Lights, Big City</b> This project teaches children about the physical and human characteristics of the United Kingdom, including a detailed exploration of the characteristics and features of the capital city, London</p>	<p><b>Let's Explore the World</b> This essential skills and knowledge project teaches children about atlases, maps and cardinal compass points. They learn about the characteristics of the four countries of the United Kingdom and find out why there are hot, temperate and cold places around the world. They also compare England to Somalia. Children carry out fieldwork, collecting primary data in their locality to answer geographical questions.</p>
<p><b>Coastline</b> This project teaches children about the physical and human features of coastal regions across the United Kingdom, including a detailed exploration of the coastal town of Whitby, in Yorkshire</p>		

## Lower Key Stage 2

<p><b>One Planet, Our World</b> This essential skills and knowledge project teaches children to locate countries and cities, and use grid references, compass points and latitude and longitude. They learn about the layers of the Earth and plate tectonics and discover the five major</p>	<p><b>Rock, Relics and Rumbles</b> This project teaches children about the features and characteristics of Earth's layers, including a detailed exploration of volcanic, tectonic and seismic activity.</p>	<p><b>Through the Ages</b> Children revisit geographical learning about significant landmarks. They study Stonehenge as a significant prehistoric landmark and use maps, diagrams and information texts to study it in depth and record their learning as a detailed report.</p>
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<p>climate zones. They learn about significant places in the United Kingdom and carry out fieldwork to discover how land is used in the locality</p>		
<p><b>Interconnected world</b> This essential skills and knowledge project teaches children about compass points and four and six-figure grid references. They learn about the tropics and the countries, climates and culture of North and South America. Children identify physical features in the United Kingdom and learn about the National Rail and canal networks. They conduct an enquiry to prove a hypothesis, gathering data from maps and surveys before drawing conclusions</p>	<p><b>Misty Mountain, Winding River</b> This project teaches children about the characteristics and features of rivers and mountain ranges around the world, including a detailed exploration of the ecosystems and processes that shape them and the land around them.</p>	<p><b>Invasion</b> Children revisit the physical and human features of the United Kingdom. They use maps to identify the geographical features of the United Kingdom that might have affected the progression and outcome of invasions from different groups of people.</p>

## Upper Key Stage 2

<p><b>Investigating our World</b> This essential skills and knowledge project teaches children about locating map features using a range of methods. They learn about the Prime Meridian, Greenwich Mean Time (GMT), and worldwide time zones and study interconnected climate zones, vegetation belts and biomes. Children learn about human geography and capital cities worldwide before looking at the UK motorway network and settlements. They carry out an enquiry to identify local settlement types.</p>	<p><b>Sow, Grow and Farm</b> This project teaches children about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.</p>	<p><b>Groundbreaking Greeks</b> Children revisit their geographical knowledge of Europe. They use atlases and world maps to locate Greece and study aerial photographs to describe the characteristics and features of the Greek landscape. Children compare modern features and maps with maps of ancient Greece. They identify geographical features of ancient Greece, including islands, significant city states, landmarks and surrounding seas and countries. They use information texts and other source materials to answer questions about the climate and geographical features of ancient Greece.</p>
<p><b>Maafa</b> Children revisit their geographical understanding about about the continent of Africa. They learn about its countries, natural resources, populations, climates and physical features. They choose one African country to investigate further.</p>	<p><b>Our Changing World</b> This essential skills and knowledge project revises the features of Earth, time zones and lines of latitude and longitude to pinpoint places on a map. Children find out more about map scales, grid references, contour lines and map symbols. They learn about climate change and the importance of global trade.</p>	<p><b>Frozen Kingdoms</b> This project teaches children about the characteristics and features of polar regions, including the North and South Poles, and includes a detailed exploration of the environmental factors that shape and influence them.</p>



	Children analyse data and carry out fieldwork to find out about local road safety. They study patterns of human settlements and carry out an enquiry to describe local settlement patterns.	
<b>Britain at War</b> Children use maps of Europe and world maps to learn about the geographical locations of warring nations, making comparisons between those involved in the First World War compared to those in the Second World War.		

## Implementation

At Court de Wyck, pupils are provided with an ambitious curriculum in geography which is tailored to be inclusive for all. Our mixed aged classes enjoy a rolling program which covers the National Curriculum Programme of Study and is tailored to ensure good progression across the key stages. These run across the whole school in order to support children with developing their geographical understanding and skills year on year to enable children to effectively know more and remember more.

Throughout their learning in Geography, we ensure that pupils become experts in geography by:

- Explore and use geographical equipment
- Visit places of geographical interest where possible
- Have the opportunity to use a variety of resources such as maps, statistics, graphs, pictures, aerial photographs and atlases
- Access to quality sources such as books, internet and photographs
- Hear specialists talk about topical or geographical issues
- Undertake fieldwork using maps and other geographical equipment
- Take part in role play and discussions to demonstrate their understanding of the impact geographical issues have on people
- Have opportunities to work independently or collaboratively and to ask and answer geographical questions
- Where possible, are involved in activities with a real-life purpose, e.g. where a new road should be built

## Impact



At Court de Wyck, we intend for the impact of our high-quality Geography curriculum to be that pupils will learn the curriculum each year so that by the end of their time at school they will have a strong understanding of what it means to be a geographer and have learnt the key knowledge they need to succeed and prosper. Disadvantaged pupils and pupils with SEND will acquire the knowledge and skills needed to move on to the next stage of their education.

Our impact is measured through regular book looks, learning walks and informal assessment of children's understanding and progress by the class teacher. Each classroom utilises a working wall display to support and track children's progress through a unit of work and support with use of appropriate geographical vocabulary. Before the start of each topic children will complete elicitation tasks to assess prior knowledge. Knowledge organisers are used for each unit of work, which are: shared with parents, displayed and used in the classroom and are referred to when reviewing prior learning in lessons. Regular revisiting of learning is an integral part of each lesson and enables teachers to use AfL effectively to move children's learning forward.