



# GEOGRAPHY at Boxgrove



## Intent

At Boxgrove, we aim for a high quality Geography curriculum which should inspire in pupils a curiosity and fascination about the world and its people. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We want children to enjoy and love learning about geography by gaining knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits. We have devised a Geography curriculum which has a strong thread of local geography in each milestone. We compare Europe and the UK in LKS2 and then north and south America to the UK in UKS2.



## BIG IDEAS

· **To know about the world:** children study geography through the key concepts of investigating places, investigating patterns, and communicating geographically.

· **To have high levels of oracy:** through communicating geographically, children will develop and use geographical vocabulary.

· **To have ambition:** children will see geography as part of their lives and how it directly impacts the planet and the world we live in. We want children to understand the aspects of physical and human geography studied and to use this knowledge to enjoy the wonders of the planet, whilst knowing how to protect it and treat it respectfully.



## CONTENT & SEQUENCING

- The curriculum is progressive throughout the whole school starting with EYFS and the learning goals as stated in 'Development Matter.'
- Carefully selected trips and fieldwork to enhance children's learning and understanding
- Be able to identify and locate a range of countries and significant geographical features - in the UK and around the world
- Know the position and significance of some global features, e.g. latitude, longitude, equator, etc.
- Suggest simple reasons to explain why places/features/patterns are as they are
- Each unit is navigated through enquiry questions to have a clear focus and to support children's own skills in devising geographical questions.
- Use subject-specific vocabulary, and appropriate diagrams and maps
- Explain some detailed reasons for the similarities and differences between places/countries
- Identify some reasons why places/features/patterns change over time
- Explain how changes affect the lives and activities of people
- Be able to explain some of the links between people, places and environments
- Draw graphs of geographical information
- Draw sketch maps of places and routes that are acceptably accurate in terms of scale and direction and that use appropriate symbols

## LINKS WITH MATHS



## ENGLISH &



## RETRIEVAL PRACTICE

## PROGRESS



## SUPPORT



<ul style="list-style-type: none"> <li>• Collate and organise geographical information and data to construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>• Complete, read and interpret geographical information presented in tables</li> <li>• Convert raw geographical data to percentages and use this for comparative purposes</li> <li>• Interpret and construct pie charts (including calculating angles from percentage data) and line graphs and use these to solve problems</li> <li>• Produce structured, informed responses that involve thoughtful selection and organisation of relevant geographical information, making appropriate use of geographical terms which are spelt correctly, with ideas linked across paragraphs</li> <li>• Draw accurate maps using appropriate scales from measurements made during fieldwork</li> </ul>	<p>Locational knowledge.</p> <p>Important geographical concepts eg. terrain, climate.</p> <p>Pose questions to focus a geographical enquiry.</p>	<ul style="list-style-type: none"> <li>• <b>Basic:</b> Involves retrieval of facts and following instructions.</li> <li>• <b>Name, list, label, describe, what?, who?</b></li> <li>• <b>Advancing:</b> Involves decision making and mental processing beyond recall.</li> <li>• <b>Explain, why?, suggest, organise, compare and contrast</b></li> <li>• <b>Deep:</b> Involves problems with multi-steps or more than one possible answer. Requires justification of answers.</li> <li>• <b>Investigate, design, create, prove, do you agree?, using multiple sources...</b></li> </ul>	<p><u>For pupils:</u></p> <ul style="list-style-type: none"> <li>- Pre-teaching of key vocabulary.</li> <li>- Retrieval in every lesson.</li> <li>- Interventions from teachers during lessons.</li> </ul> <p><u>For staff:</u></p> <ul style="list-style-type: none"> <li>- Chris Quigley Knowledge Organisers</li> <li>- Plan Bee to support planning</li> <li>- Curriculum Lead to support with planning.</li> </ul>
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