



Leonard Stanley C of E Primary School



Geography Rationale

Our Vision: Loving and Learning Together, for Life, as Jesus taught us

At Leonard Stanley, our aim is to empower every individual to flourish and make a positive impact on their community, guided by Jesus' love and teachings. We foster an environment where everyone is valued and inspired to excel academically, spiritually, and emotionally, equipping them with confidence and faith to face life's challenges together.

Our vision is rooted in the Parable of the Lost Sheep (Matthew 18:12-14) which illustrates God's immense love and care for each individual. In the parable, a shepherd leaves his flock of sheep to search for one that has gone astray. When he finds the lost sheep, he rejoices greatly and celebrates its return, reflecting our core belief that every person in our community matters.

Our curriculum is designed to reflect our Christian vision and values, ensuring every child is nurtured, challenged, and inspired. It encompasses all statutory requirements, including the 2014 National Curriculum, Gloucestershire's RE syllabus, and a comprehensive PSHE/SMSC programme. We aim to provide a rich, inclusive, and purposeful learning experience that prepares children for life beyond primary school.

Please see our Curriculum Policy to read more about our curriculum aims, implementation and impact.

Intent: *Why do we teach this? Why do we teach it in the way we do?*

At Leonard Stanley, we want our children to love geography. We want them to have no limits to what their ambitions are and grow up wanting to be cartographers, town planners, conservationists or weather forecasters. We want them to embody our core values.

We shape our geography curriculum to ensure it is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for a high-quality geography curriculum which should inspire in pupils an inquisitiveness 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 this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits. It is essential that children not only know the human and physical geography of the world but also the local area of Leonard Stanley.

Our geography curriculum is exciting and challenging. We aim to equip learners with not only the minimum statutory requirements of the National Curriculum but to prepare them for the opportunities, responsibilities and experiences of later life. We want our children to remember their geography lessons in our school, to treasure these memories and embrace the opportunities they are presented with. We want to ensure that we teach an inclusive curriculum that allows children with SEND or who are disadvantaged to have the same opportunities as everyone else. We also want to ensure the children learn about significant natural disasters internationally and within our county, thus providing a rich cultural capital. Our teaching of geography prioritises the development of geographical skills, knowledge and vocabulary.

Our geography curriculum promotes our EARLY and DEEP planning philosophy. We want pupils to have high quality reading opportunities, engage in active and experiential learning and take pride in their outcomes. It is ambitious and empowers our children to become independent and resilient. We enrich their time in our school with memorable, unforgettable experiences and provide opportunities which are normally out of reach – this promotes a love of geography that reaches far beyond the classroom.

Implementation: *What do we teach? What does this look like?*

At Leonard Stanley, we use a combination of Kapow and Twinkl as our main geography resources, confident that it aligns well with our curriculum model, enables a high-quality and ambitious curriculum with a practical experiential focus, whilst encompassing the National Curriculum Programme of Study. This ensures full coverage and progression of knowledge and geographical skills from Key stage 1 to Upper Key Stage 2. It provides consistency and structure so that prior learning is built upon effectively so that ample opportunities are provided to repeat and embed key learning, knowledge and skills using high quality vocabulary.

Early Years: Preschool and The Reception Year

In the EYFS, geography is included within the 'Understanding of the World' area of learning. As with other learning in Preschool and Early Years, our children will mainly learn about geography through carefully structured and planned continuous provision opportunities both inside the classroom and outdoors, with a focus on **Young Learner's Interest**. This includes:

- These may include prerequisite skills that are necessary to the understanding of Geography.
- In the first term of school, children are encouraged to think about their place in the world, their families and their houses.
- Technology is frequently used in the classroom to help develop Geographical skills, such as using Google Earth and Street view on the interactive whiteboard to look at the area of Leonard Stanley and surrounding areas.
- The surrounding landscape, fields and local church often form part of our discussions of community and village life.
- Children embed these skills with local wellie walks around the village and forest as well as termly visits to the local church.

- Vocabulary that is linked to Geography is modelled and placed upon our 'word wall'.
- Diwali and Chinese New Year are celebrated by having a dress up day and carefully planned activities to make it memorable and engaging.

These planned opportunities are linked to other areas of the curriculum. Activities such as these will help children develop important skills. Geographical vocabulary (cold, hot, trees, field) and **reading opportunities** are well-modelled by adults working with the children. This enables pupils to be **Active Learners** with a focus on **Language Development**.

The following table shows how we use the Development Matters guidance to plan geography learning opportunities for children in our Early Years setting, so that they are able to achieve the Early Learning Goals that are linked to geography:

Reception	Understanding the World		• Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live.
ELG	Understanding the World	People, Culture and Communities	• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and 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.
		The Natural World	• 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.

Geography in Key Stage 1 and 2

The content of geography teaching and learning is set out in the 2014 National Curriculum for primary schools in England. Within this, certain geographical skills are repeated across year groups, meaning that children may revisit a particular area in each year of primary school but with increasing difficulty and with a different focus each time.

Geography is taught discretely throughout the school using primarily Kapow. Each year group has a focussed geography topic every alternate term. During that term, geography lessons are taught weekly.

- We use a progression of knowledge document and a progression of skills document to ensure a clear understanding of prior learning, current expectations and where the learning is going next.

- The school has a detailed geography curriculum map for each year group, illustrating the topics and content taught in each class.
- There is a strong focus on learning specific geographical vocabulary which is added to the class working wall.
- Every classroom has a map that builds on their prior learning, giving the children a better understanding of location and place knowledge.
- Lessons are practical whenever possible, using globes, and atlases, digital maps enabling children to be curious and inquisitive.
- Adaptations are made in every lesson to ensure that children in all key groups, including SEND, access the knowledge and scientific enquiry.
- Children learn and build on their location and place knowledge within each unit of work.
- We use cross-curricular links and provide outdoor learning opportunities as much as possible to help strengthen children's long-term memory by making valuable connections. For example, in Summer Term in Year 1, children go on a local village walk as part of field work skills using their own maps. Their geography learning is developed further within Guided Reading and English lessons.
- Classroom displays and knowledge organisers in books help children know and remember geographical skills, knowledge and vocabulary.
- We use knowledge organisers to help with planning, delivery and monitoring.

Assessment

- To ensure that the coverage of geography meets the needs of the learners, each class discusses and assesses the prior knowledge of the children at the beginning of their geography topic using a KWL grid. This enables teachers to identify any knowledge and skills that need to be focussed on within the unit and also to identify any misconceptions that need to be addressed during lessons.
- We assess predominantly using ongoing formative assessments in class, with teachers giving immediate oral feedback to address any misconceptions that arise. Teachers reflect upon the learning using 'feedback sheets', which identify teaching points for the next lesson for the class as a whole, or to identify individuals or groups who require further support.
- Assessment information is gathered through observations and discussions with children.
- End of unit assessment sheets outline the key learning points for the end of each unit and judgements are made as to whether children have achieved the expected standard for each key learning point. This data is collated and interpreted using 'Insight'. Actions are identified for individuals and key groups in order to raise attainment where appropriate.

Monitoring & Training

- Regular lesson visits, pupil conferences, staff conferences and book audits are carried out, led by the geography subject leader, and actions identified to ensure that geography standards remain consistently high.
- Annual moderation ensures progress is monitored within classes and year groups.

- Staff CPD opportunities are provided when needed.
- A subject action plan is used to identify how to improve the subject; this is reviewed on a termly basis.

Extra-Curricular Opportunities in Geography

Children love geography learning at Leonard Stanley Primary School, so it is important for us to provide extra geography learning opportunities for our children outside of the geography lesson. We offer:

- Opportunities to explore geography across the curriculum, for example science, looking at materials that are better for recycling, whole class texts and reading themes in guided reading.
- Climate change linked with guided reading
- Earth day
- Eco council representatives from each year group, who are responsible for turning lights off when leaving an area, promoting recycling throughout the school etc
- Year 6 collect the compost bins each day
- Regular litter picking opportunities (led by eco council leader)
- A geography section within the school library.

Impact: *What will this look like? What will children be able to do before they leave our school?*

By the time children leave Leonard Stanley Primary School they will:

- Be able develop the geographical knowledge and skills to enable them to explore, navigate and understand the world around them.
- Be able to question ideas and reflect on knowledge.
- Have a wider vocabulary of geographical terms.
- Have a growing knowledge of the world and their place in it and aspire to discover more about the world, through reading, travel or the media.
- Know that they can use their voice to express themselves and their opinions.
- Achieve age-related expectations in geography at the end of each academic year.
- Demonstrate a desire to learn about the world they live in and understand the impact humans have on that world, both locally and globally enabling them to leave Leonard Stanley equipped to become responsible citizens of that world.
- Be ready for their next phase of education in geography learning at secondary school by the time they leave Leonard Stanley Primary School.