

Subject on a page:

Geography

At Probus Primary School we **believe** that understanding the world around us and how it might change in future, stand at the heart of geography. Our geography is built upon the skeleton and resources from many sources: bespoke teacher made, GA, NOA, RGS and GG. We aim to inspire children to have a great curiosity of issues both locally and globally, helping them talk, think and act like Geographers.



Intent – we aim to:



Deliver a high-quality, curriculum that allows the children of Probus to learn about their locality and beyond.



Develop children's understanding of place knowledge through lessons and extracurricular experiences.



Promote curiosity in children so they want to learn about geographical locations and processes.



Ensure all children engage in fieldwork experiences and develop their enquiry skills further.



Provide children with skills to ensure they can live bright and sustainable futures with knowledge of world places, people and processes.



Implementation – How do we achieve our aims?

Curriculum

At Probus Primary School, our curriculum balanced between geographical knowledge and skills. In each unit we have three key facts for children to learn and think about deeply. Our four key concepts underpinned the experiences of Probus Primary School Geographers, where they build a curiosity of the world around them.

KEY Concepts



Location Knowledge



Place Knowledge



Physical Features



Human Features



Field Work

A Consistent Approach

Our geography curriculum uses a range of sources to best fit the needs of our children. Tasks have been design to be inclusive for all. Planning has been developed by the geography and curriculum leads together with the SLT and wider trust support. It ensures that the key concepts are taught through our curriculum with a focus on inclusivity.

Project Drivers



Local Study



The UK



Continents and Oceans



European Location



Wider World



Human Impact



Natural World

Development of Key Skills

Geography learning is sequenced to ensure progression in knowledge and that our key skills are revisited. Each unit builds upon the previous learning taught across units, year groups and key stages.



Locating



Comparing



Investigating



Researching



Communicating

Strong Foundations



In the EYFS a child has a well-balanced curriculum with stimulating resources inside and out to provide rich learning opportunities to through play and playful teaching. Through carefully chosen texts children gain an understanding of different parts of the world and explore simple maps. They learn about the seasons and how we can affect our environment by our actions.

Recording Work



In EYFS progress is recorded by observing children's learning and by creating displays of their learning journeys. When children reach year 1, geography books are used to record learning in addition to this experiential learning is recorded using photographs and videos. Class assemblies provide an ideal way of demonstrating that our geography curriculum fosters reflective learners who 'know more and remember more'.



Implementation – Continued:

Field Work

The environment around our school provides a valuable learning resource. Fieldwork stimulates children's curiosity, promotes creative engagement and leads our children to value their locality. Probus children start by exploring their school grounds, then local community, before exploring local rivers and moorland. Children analyze data locally and compare them to places further away with Europe and beyond.

Enquiry-Led Learning

All lessons from year 1 have key questions as lesson titles to give them a clear question to be curious about and engage with. This enquiry approach allows for discussion and gives children a clear focus in lessons. Lessons end with an Exit Challenge, allowing the children to understand how successful they have been in the lesson.

Vocabulary Development

Geography offers opportunity for a breadth of language development. At Probus School the Geography Curriculum aims to teach learners 5-7 core language features for each unit spanning across three tiers of vocabulary development. Key vocabulary is displayed and rehearsed in each Geography lesson.



Impact – How will we know we have achieved our aims?



Our curriculum fosters reflective learners who can talk confidently about a wide range of places and geographical processes.



Children can use maps and atlases to locate places, including their place in the world.



Children are open to asking questions and seeking to answer them through their learning in the classroom and beyond.



Children will participate in fieldwork, as first hand experiences are an integral part of the geography curriculum for ALL children.



Children can make comparisons and carry out investigations. They will be able to justify their reasoning and findings.

Risk Assessment



Prior to undertaking fieldwork, a risk assessment is carried out by the teaching team. As part of our preparations any risks are discussed with the children and therefore, they are aware of how to explore the environment safely.



Maps, Globes and more.

Mapping is held to be the most powerful mechanism of geographical enquiry. We consider map skills to be of great importance and therefore the use of maps, atlases and globes is an integral part of geography lessons. Children explore age-appropriate atlases throughout the school and globes provide an understanding of place awareness in 3D form. The use of the electronic and digital mapping brings another dimension to children's learning.

Geography Displays



In every classroom there is a space for a geography display. Displays act as working walls which are referred to in lessons to consolidate understanding.