

Geography at Surrey Hills All Saints

Intent, Implementation and Impact

Intent

Geography is an investigative subject, harnessing children's curiosity about the world around them from a local to global scale. At Surrey Hills All Saints (SHAS) the subject is explored through 'Big Questions', integrating fieldwork and using our local area wherever possible to bring the subject alive. The Geography curriculum follows the Kapow Scheme to ensure clear progression of skills, logical sequencing and building of substantive and disciplinary knowledge.

In line with the National Curriculum, the curriculum at SHAS aims to ensure that all pupils:

- Interests and understanding of diverse places, people, resources and the natural and human environment are explored.
- Develop a deep understanding of the Earth's key physical and human processes.
- Are immersed in a variety of sources including fieldwork within our local 'Area of Outstanding Natural Beauty' and beyond.
- Develop knowledge and skills that are progressive, as well as transferable, enabling them to thrive in understanding the world, as well as their place and role within it.
- We seek for children to love learning about the world and its people so that what they gain from Geography will remain with them for the rest of their lives.

Pupils at Surrey Hills develop:

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques. A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in good knowledge and understanding about current and contemporary issues in society and the environment.
- An appreciation of our local area.

Alongside these skills pupils learn the geographical concepts of:

- ***Investigating places***
- ***Investigating patterns***

- ***Communicating geographically***

Implementation:

The Geography Long Term plan developed by Kapow and enriched by our teaching staff, ensures all areas of the curriculum are covered, sequenced, and show progression of concepts, knowledge and skills. This planning keeps the curriculum current and relevant with its on-line resourcing, which builds confidence for specialist and non-specialist teachers.

The Geography curriculum encompass the essential learning objectives set out below:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Teachers pursue opportunities available to use the school grounds and the local area for fieldwork to enable children to base learning on first hand experiences thereby enhancing teaching and learning in Geography.

At the beginning of each topic, children convey prior knowledge and identify what they would like to find out. This informs the programme of study, ensuring that lessons are relevant and take account of children's different starting points. Cross curricular links are always explored with strong links between Geography and Literacy lessons as well as Maths, Science, History and P.H.S.E. etc.

Topics alternate with History and where appropriate, geographical aspects are included within History topics to provide context and help strengthen children's knowledge and understanding.

Investigating places

Pupils will develop an understanding of the geographical location of places and their physical and human features. They will investigate a sense of place from a local to global scale: in their local area, within Britain and the wider world and be able to make comparisons.

Investigating patterns

Pupils will learn the differences between human and physical geography, expressing their opinions on current issues with the environment. They will look at patterns, question and analyse, understand the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are not infinite and how they are used.

Communicating geographically

Pupils will have opportunities to represent geographical findings in a range of ways, analyse and draw conclusions from these using geographical vocabulary and techniques. This includes maps, charts, graphs and diagrams with brilliant opportunities to apply Maths skills.

Impact:

At the end of each year, pupils have gained a deepening understanding of core geographical skills in relation to their year group. This will be built upon each year.

Pupil Voice - Through discussion and feedback, children talk enthusiastically about their Geography lessons and show a genuine curiosity and interest in the areas they have explored. They will understand our role as guardians of our planet.

Evidence in Knowledge - Pupils have a sound understanding of location and place and can compare and make links between these. They will deepen their knowledge of human and physical processes and understand how these affect environments.

In Reception and KS1, children make links between their own lives and the lives of others drawing upon their own experiences.

Teachers plan opportunities for pupils to study geographical concepts and deepen their conceptual understanding. Pupils gain confidence and are inspired to further their knowledge.

Evidence in skills - Pupils use acquired vocabulary to interpret and convey their understanding of the world. Children can analyse and interpret information to question and reflect on the world and its inhabitants.

Embedded throughout is an understanding that the world needs us to understand the complex processes which are affecting it today and that our understanding is key for the future of our planet.