



Oakmeadow Primary School: Geography – Intent, Implementation and Impact - The Oakmeadow Way

Intent - Geography - The Oakmeadow Way	Implementation	Impact
<p>At Oakmeadow, we aim to deliver a high-quality Geography education which inspires in our pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We do this by teaching topics carefully chosen from the National Curriculum. We will equip our pupils with knowledge about diverse places, people, resources and natural and human environments, along with a deep understanding of the Earth's key physical and human processes. As the children move through school, their growing knowledge about the world should help them to deepen their understanding of the relationship between physical and human processes and of the formation and use of landscapes and environments. They will discover how the Earth's features at different scales are shaped, interconnected and changed over time.</p> <p>Our curriculum will equip the children to become global citizens by exploring the interconnections and interdependence between people and places around the world, observing the similarities and differences that exist in our world today and relating these to our own lives. In this way, the children will gain an understanding about the role that they can play in creating a fair and sustainable world.</p>	<p>The children will be given opportunity to: critically examine their own values and attitudes and develop a sense of positive personal identity appreciate the similarities between people everywhere and learn to value and enjoy diversity understand the global context of their local lives develop skills that will enable them to combat injustice, prejudice and discrimination express feelings and values.</p> <p>At Oakmeadow, through a high-quality teaching and learning, we will teach children to be Geographers through; developing knowledge of places and their physical and human characteristics understanding the processes that give rise to key physical and human features of the world and how these are interdependent collecting, analysing and communicating data gathered through experiences of fieldwork interpreting a range of sources, including maps, diagrams, globes, aerial photos and GIS communicating information in a variety of ways developing an increasing range of geographical knowledge, vocabulary and skills.</p> <p>Geography is taught in every year group, through topics which are taught in blocks to allow children to focus on developing their knowledge and skills, studying each topic in depth.</p> <p>We have developed a progression of skills with each year group, which enables pupils to build on and develop their skills each year. The drivers of our curriculum (resilience, culture, diversity, community and environment) are planned within the long term and are threaded, where relevant, throughout in the form of 'Big Questions.'</p>	<p>Outcomes in the creative curriculum and literacy books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge. Children review their successes in achieving the lesson objectives at the end of every session.</p> <p>As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context.</p> <p>Children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it.</p> <p>Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent geographers in secondary education.</p>





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The concepts underlying global dimension within the curriculum are; global citizenship, conflict resolution, social justice, values and perception, sustainable development, human rights, interdependence and diversity. We aim to make the most of opportunities to explore these concepts across all areas of our school curriculum.

The geography curriculum has been designed across the school to consider the progressions in 'knowing what' and 'knowing how' from EYFS to year 6 for:

Location knowledge: knowing where's were, north south, east west, 8-point compass, extensive knowledge of different countries, regions and features; and study of a non-Europe country.

Place knowledge: to locate or orient oneself with respect to the larger global space and to other places; place is a physical are that can be located and that has personal meaning; and exploring localities and identifying similarities and differences.

Environmental, physical, and human geography: knowing why a phenomenon occurs and the impacts that is has; how human and physical process interact to influence and change landscapes, environments and the climate.

In EYFS children learn prerequisite skills for geography within the national curriculum. The most relevant statements for geography are taken from the following areas of learning: Mathematics and Understanding the World. More information on this can be found the EYFS Geography progression document.

In KS1, children begin to learn about their local area and local knowledge within the UK. The also learn about human and physical features and how the seaside is different to where they live. In year 2, they build on their knowledge and develop an understanding of the oceans and continents. They link their learning to literacy and history. By the end of KS1 children have used and devised maps and begun to explore symbols and keys. They will have developed key vocabulary to demonstrate knowledge and understanding, and have developed location knowledge

In KS2, children continue to develop their locational Knowledge and place knowledge, and will identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, linked to their science topic. They will further develop their geographical skills and fieldwork and devise more detailed maps. In upper key stage 2, children develop their locational knowledge about North America and their place knowledge about UK topographical studies – waterfalls –comparison. They will complete fieldwork and map work at a local waterfall. The learning is cross curriculum with other subject areas.

In order to support children in their ability to know more and remember more, there are regular opportunities to review the learning that has taken place in previous topics as well as previous





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<p>Geographical skills and fieldwork: pupils encounter geographical concepts first-hand and connect learning in the classroom; purposeful fieldwork within the unit.</p> <p>Map skills: topological (a topological map is a very simplified map, not to scale) and thematic mapping; decoding information from maps and constructing maps; interpreting information and becoming fluent map readers.</p> <p>Aerial photography and satellite imagery: curriculum needs prepare children with knowledge to decode images and interpret representations; imagery aims to provide contextual settings which strengthen pupils' schema.</p>	<p>lessons. Lessons are planned using small steps to help secure learning to the long-term memory. Effective modelling by teachers ensures that children can achieve their learning intentions, with misconceptions addressed within it.</p> <p>At the start of each topic children will review previous learning and will have the opportunity to share what they already know about a current topic. Cross curricular outcomes in geography are specifically planned for, with strong links between geography and literacy lessons identified, planned for, and utilised. The local area is fully utilised to achieve the desired outcomes, with opportunities for learning outside the classroom.</p>	
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