

Geography

Intent

At AHMAT, children experience a diverse geography curriculum which encourages them to develop and harness a curiosity of the world around them. Children continually develop their knowledge of the scale of our world (cities, countries, continents, hemispheres, etc.) as well as developing understanding of the immediate and local environment which is most relevant to their everyday lives. Children will identify similarities and differences between different geographical regions: they will develop knowledge about diverse places, people, resources and environments which are different to their own experiences. This will allow them to make comparisons with their everyday lives and the lives of others whilst recognising the diversity of the world around them. Children will develop their knowledge of physical and human geography, identifying similarity and contrast with increasing scope and scale, making comparisons from local, to national, to global as their understanding progresses through the key stages.

We aim to harness opportunities to make use of the outdoor environment as well as well-planned local excursions to teach essential geographical skills and fieldwork. For example, in KS1 children apply basic locational and directional language (left, right, up, down, near, far away, etc.) to an outdoor context. Children also develop an understanding of compass points and physically use compasses to plan routes around the local environment. The children explore and develop maps using simple symbols and keys.

In KS2, children progress towards using eight-point compass and grid referencing techniques. Children devise more accurate maps implementing grid referencing to compartmentalise the landscape. They read and interpret grid references on pre-existing Ordnance Survey maps. Children collect data of the physical and human features of places and collect, record, measure and display these in a variety of ways to analyse and draw conclusions with geographical context.

Implementation

Our geography curriculum in the Early Years Foundation Stage been developed within 'Understanding the World'. They are encouraged to use their own observations, discussions as well as drawing on well-known stories and non-fiction texts to describe the features of their surroundings. They begin to create and use simple maps. The children also begin to explain some of the similarities and differences between life in this country and life in other countries through their topic 'Come Fly With Me Asia'.

In KS1 and KS2, geography is delivered through topic teaching blocks, which have been carefully selected to ensure that learning meets national curriculum expectations. Lessons objectives match our skills progression document, to ensure that children become increasingly proficient as they grow through the school at applying the skills across the skills of: Understanding location; places; human and physical; geographical skills and fieldwork.

As children progress through the school, they will develop understanding and accurate use of key geographical terminology (i.e. continent, hemisphere, urban, rural, physical). Children can apply this terminology towards each aspect of the geography curriculum, including to recognise how geographical regions have changed over time, how they exist in the present day and how they could adapt in the future.

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Impact

At AHMAT, our pupils showcase, share, celebrate and publish their work and this supports us to show the impact of our curriculum. We also look for evidence through reviewing pupil's knowledge and skills through regular discussions with the pupils. Formative assessment of geography is completed by teachers and learning assistants throughout lessons to assess students' strengths and areas for development against the lesson objectives. At the end of a teaching block, teachers use assessment grids as a summative assessment tool to judge the outcomes of the unit. Summative judgements are entered termly onto Insight by teachers and reviewed by the subject leader and head teacher.

At AHMAT, children experience an engaging, cohesive sequence of lessons which develop substantive knowledge of the world around them, whilst providing them the opportunity to apply knowledge to key geographical disciplinary material to deepen understanding. to other topics of study and promote the development of analytical and critical thinking. Children embed a secure knowledge of the world around them as a result of the breadth and depth of content – they have opportunities to embed and revisit learning regularly.

Purposeful enrichment opportunities are planned where appropriate and these experiences have significant impact on how the children draw meaningful conclusions about the world around them.