



Geography Intent Statement

William Rhodes Primary and Nursery School



At William Rhodes, we teach Geography, not only to be compliant with the National Curriculum, but to provide our children with both knowledge and understanding of the **world beyond Chesterfield**. We want to inspire our children to become curious and explorative thinkers who can grow up to be **resourceful, active citizens** who will have the skills to contribute to and **improve the world** around them.

Our curriculum enables pupils to meet the end of key stage attainment targets in the National curriculum for Geography but also has a strong focus on developing both geographical skills and knowledge. We **encourage critical thinking**, with the ability to ask perceptive questions and explain and analyse evidence. We also **nurture the development of fieldwork skills** across each year group and encourage our children to take an interest in and gain **knowledge of their locality** and how it differs from other areas of the world.

We aim to **light children's passion** for the subject, which may lead them to take a career path within this particular discipline in the future.

Implementation: How we will achieve our aims

Geography is one of the **driving subjects for our wider curriculum**. In all year groups, at least one **Geography-based topic is taught each year** but Geography is interwoven into many other units too. These units are **built to answer an enquiry question**, which is broken down into smaller questions (key questions for each lesson) which support children to answer the big question at the end of the unit.

The National curriculum organises the Geography attainment targets under four subheadings or strands:

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

We have a clear **progression of skills and knowledge** within these four strands across each year group which is mapped in a progression document which not only show how they are re-visited throughout a child's school career, but also how they become more complex by the end of KS2. For EYFS, we plan activities that allow pupils to work towards the '**Understanding the world**' Development matters statements and Early learning goals, while also covering foundational knowledge that will support them in their further geography learning in Key stage 1.

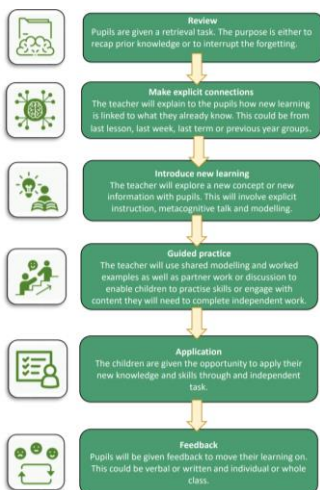
Geographical concepts are also met throughout each unit and are developed throughout a child's school career. These are the **second-order concepts that guide the Geography** that we teach:

- Place
- Space
- Scale
- Interdependence
- Physical and human processes
- Environmental impact and sustainable development
- Cultural awareness and diversity

These enable our children to develop their understanding of the locality and compare that with other places, allowing them to consider their place within the world. It also enables them to become curious and explorative thinkers who will have the skills to contribute to and improve the world around them. The progression within these concepts is mapped out on a document to **support teachers when planning**.


Support for Lesson Planning

Teachers use knowledge maps to ensure the content of the lessons being taught is progressive and focused on carefully selected key knowledge relating to the four strands of the national curriculum and the Geographical concepts. Teachers can see the big question and the smaller key questions within it, as well as links to prior knowledge so that teachers can explicitly highlight this to children and help them to connect their learning.



← Geography lessons follow our 'Making Learning Stick' lesson structure:

Knowledge strips are a tool to help children recall the most important knowledge. These are used to support children in recapping their learning.

Wednesday 14th February 2024		
BIG QUESTION: <i>How can we save our seas?</i>		
Key Question: <i>What is an ocean and where in the world can they be found?</i>		
Vocabulary: <i>ocean</i> <i>sea</i> <i>body of salt water</i> <i>Largest</i> <i>smallest</i>		Knowledge: <i>5 oceans</i> <i>Arctic</i> <i>Southern</i> <i>Pacific</i> <i>Indian</i> <i>Atlantic</i>