

Lower Halstow and Newington CEP Schools Federation



Geography Handbook
2023 update

What does Geography learning look like within the Federation?

Our aim and curriculum:

Our curriculum is specialised and designed to inspire our students to see Geography as an experience, not just as a lesson. We aim to ensure the children are offered opportunities to explore key concepts in a practical and memorable way. We place importance on allowing the children to explore place and environment, taking into account our local area all the way to worldwide studies. Our curriculum allows us to learn in a hands-on and experiential way, creating memorable experiences and lifelong learning opportunities. Through doing this, children learn a variety of geographical skills such as map reading, statistical analysis and effects on people and cultures. Therefore, allowing children to build on previous knowledge, make connections and develop their skills throughout their journey with us.

Teaching and Learning in Geography

We aim to deliver an enriched, engaging curriculum full of new skills, developed concepts and new material to ensure children are given every opportunity to explore each topic and skill. Within this lesson, teaching allows our children becoming geographers with a thirst for knowledge. Our teaching takes into account the ability, aptitude, physical, emotional and intellectual needs of our children.

In each key stage, children are given the opportunity to explore geographical areas including our own local area and those in the surrounding areas. Children are encouraged to make links between other subjects such as science and English to consolidate and refine understanding. We encourage visitors to come into the school to discuss geographical concepts and cultures. As a school we recognise and place a high emphasis on the wonder that is our world and why our place within it is so important and special.

Using an enquiry-based teaching style; children's minds are opened up and allowed to explore questions relating to place and environment in increasing detail as the year's progress. Children are asked to revisit previous learning, ensuring that information is retained and understood in a singular and wider geographical context.

This enquiry-based approach allows us to cater for the needs of all students within our school, offering them exciting and memorable experiences that build a foundation for knowledge and skill development. When setting tasks, we ensure that they are common tasks with open-ended responses, allowing each child to interpret and achieve in their own right. Resources are provided for children to support their level of learning and complexity. Most importantly, our staff are supportive and able to guide our children to understand concepts whilst still allowing them the independence to draw their own geographical conclusions.

Assessment and Recording

From year 2 upwards, each child has an individual workbook to record their work in. This book should maintain teacher expectations and be kept neat and orderly to reflect the attitudes of the children. Each lesson should have the date for the day and a learning intention which is designed to highlight the learning outcome intended, not the activity allowing children to have an understanding of the concepts being covered in the lesson. Offering experiential learning means

that recording of evidence will be more than the recording of key information, but a reflection on the learning journey the children have taken throughout the year. Early Years and Year 1 also explore Geography through a hands-on approach and record their learning via big books to highlight the experiential nature of the curriculum we offer.

Our aim is to build confident, independent geographers. Therefore, we encourage the children to take part in an end of unit quiz for each geography topic. This is a low stakes quiz which covers information not only from this topic but previous topics too. Children are encouraged to apply their knowledge first and then use a knowledge organiser to find and retrieve information they have not yet retained. This allows children to be aware of what they know, what they still need to learn and also where to find information and guides the assessment of Geography for teachers.

Geography Curriculum Planning

Within the federation, we aim to give all children equal opportunities to grow as learners and as individuals by using experiential learning methods and engaging activities. Therefore, activities that are chosen are relevant to each specific class and aim to create memorable learning experiences that children can use as a platform for academic success. Children are encouraged to be independent and have creativity when applying their learning to their work. We aim to make our curriculum specialist through the use of outdoor areas, the local area, field trips and area studies. Activities could include:

- Role play
- Field studies
- Trips off site to visit local and wider ranging locations
- Map work and atlas studies
- Case studies and comparisons
- Local Area studies and utilisation of environment
- Research using internet
- Non-fiction books used for research or comparisons

Whilst teachers have guidance in the form of the yearly overview and plan using the curriculum a medium-term plan, activities and teaching styles are encouraged to differ and meet the needs of the individual class. Our medium-term plans ensure that content and skills are covered and developed throughout the year groups and provide challenge for all pupils. Teachers are encouraged to provide experiential learning opportunities that engage, enrich and encourage the children to view Geography as a high-profile subject.

Resources

Within the federation, we value a wide range of resources and use them thoroughly to support learning and teaching of Geography. We make good use of our text books and interactive boards to provide internet links and live visuals of geographical events. We invite people with a particular area of expertise or interest to meet with the children and share their passion. We also encourage teachers to be pro-active with the environment we are lucky to have by taking the children on local walks, visiting local sites or even booking a visit to a location further afield.

Geography Units			
	Knowledge Unit	Fieldwork Unit 1	Fieldwork Unit 2
EYFS	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 		
Year 1	The World and My School	Our Local Park	Our School Grounds
Year 2	My Local Area and Tulum, Mexico	Weather and Climate	
Year 3	The United Kingdom		Land Use
Year 4	My Region and Campania, Italy		Locality Unit: Maidstone
Year 5	Volcanoes and Earthquakes		Biomes + Ecosystems

Year 6	My Region and the North Region of USA	
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