

Lower Halstow School



Geography Handbook 2024 update

Associated documents can be found on TEAMS

LHS Geography Overview

LHS Geography Long Term Plan

LHS Geography Road Map

LHS Geography Adaptive Strategies for Children with SEND

LHS Geography Milestone End Points Assessment document

LHS Grammasaurus planning units

LHS Geography Curriculum Vocabulary Progression

LHS Geography Progression (knowledge units)

What does Geography learning look like at LHS?

Our aims

Our curriculum is designed to inspire our students to see Geographical Understanding as a key component of living in the 21st Century, not just as a series of lesson. We place importance on allowing the children to explore place and environment, taking into account our local area and worldwide studies. We aim to ensure the children are offered opportunities to explore concepts in a practical and memorable way. Through doing this, children learn a variety of geographical skills such as map reading and statistical analysis and build on previous knowledge to make connections about our interconnected world (see overview document).

Teaching and Learning

Our teaching takes into account the needs of our children and adaptations are made to ensure all pupils can fully access lessons (see adaptive strategies document).

In each key stage, children are given the opportunity to explore geographical areas including our own local area. 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 (see long term plan and road map).

Using an enquiry-based teaching style; children explore questions relating to place and environment in increasing detail as the years progress. Children are asked to revisit previous learning, ensuring that information is retained and understood in a singular and wider geographical context. This is built into our planning (see Grammarsaurus planning units).

Assessment and Recording

Early Years and Year 1 explore Geography through a hands-on approach and record their learning via big books to highlight the foundational knowledge they are gaining. From year 2 upwards, each child has an individual workbook. Each unit has a knowledge organiser with key information and each lesson has a learning question (see planning units) which are recorded in books. Offering experiential learning means that pupils record more than just key information Their interpretation and reflections are also included.

Alongside formative assessment during lessons, to support retention and teacher assessment, the children take part in an end of unit assessment for each geography topic. This is a low stakes quiz which covers information not only from the current topic but previous linked topics too. Children are encouraged to apply their own knowledge & understanding first and then use a knowledge organiser to find and retrieve information they have not yet retained in their long-term memory. This allows children to be aware of what they know well and what they still need to learn.

Teacher assessment is recorded 3 times a year on Target tracker (see end point assessments).

In 2024 – 25 we are refining our end point assessments and considering which learning tasks best allow pupils to fully demonstrate their understanding to support teacher assessment.

Geography Curriculum Planning

Within the federation, we use the Grammarsaurus scheme of work as the basis for our geography curriculum. This provides substantive and disciplinary knowledge progression, key questions, knowledge organisers and basic powerpoints and activities. Delivery and content is adapted to meet the needs of our pupils with carefully considered pedagogical contextual adaptations. Learning activities are relevant to each specific class and aim to create memorable learning experiences that children can use as a platform for academic success. However, the core knowledge and skills required are laid out to ensure progression and coverage.

In 2024 – 25 we are reviewing the content of Grammarsaurus to slim this down to allow deeper learning and continuing with contextual adjustments to best meet the needs of our pupils.

Children are encouraged to be independent and have creativity when applying their learning to their work. This is achieved through the use of outdoor areas, the local area, field trips and area studies. Activities 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
- Letter writing to high profile individuals about their learning in a topic

Resources

Within the federation, we use a range of resources to support learning and teaching of Geography. We have a subscription to Digimaps which allows us to see live accurate detailed maps of anywhere in the world and explore these at the touch of a button. We also make good use of low-tech resources such as globes and non-fiction books. 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 by taking the children on local walks, visiting local sites or booking visits to a location further afield using the school minibuses.

Geography Units (based on Grammarsaurus)

| | 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 | | Conservation of bees (land use) |
| Year 4 | My Region and Campania, Italy | | Weather and Climate |
| Year 5 | Volcanoes and Earthquakes | | Biomes + Ecosystems |
| Year 6 | My Region and the Western USA | | Rivers (2027) |