



# Geography

## The Curriculum at Holmwood School

### The Intent, implementation and Impact of our Curriculum – Geography.

At Holmwood we shape our geography curriculum to ensure it is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills; and for the children to develop a love for geography.

#### Intent

At Holmwood, we aim for a high quality geography curriculum, which develops the pupil's curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We want children to enjoy and love learning about geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

The lessons we teach improve children's geographical vocabulary, map skills and knowledge of geographical facts, in addition to developing the children's 'sticky knowledge' and long term memory. We also provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.

#### Implementation

In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum and the Development Matters documents. At Holmwood, we ensure that geography has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences. For example, commenting and asking questions about aspects of the local area and community in the Early Years, to using the local area to follow maps in Key Stage 1, to comparing the similarities and differences in environments and communities in Lower Key Stage 2, through to debating world issues on pollution in Upper Key Stage 2.

We realise the importance of revisiting and consolidating skills and building on prior knowledge alongside introducing new skills and challenge. Across EYFS, KS1 and KS2, children have a range of opportunities to experience geography through practical engaging tasks in the classroom and beyond. Our geography knowledge mats provide the pupils with the opportunity to deepen their geographical knowledge using geographical vocabulary and keywords.

### **Impact**

The impact and measure of this is to ensure that children at Holmwood are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. Pupils will be able to make relevant links from geography to other curriculum subjects and we will support pupils to speak confidently about their own geography learning, skills and knowledge. Pupils are able to collect, analyse and communicate data confidently and in a variety of ways. We encourage pupils to have a commitment to the environment and the world by making positive choices.

We want the children to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.