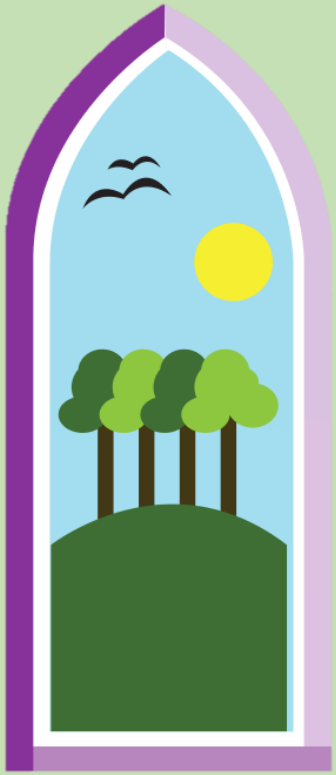
Geography Intent



Strength in difference, together we are one, together we fly high

At Dunbury, we want our children to understand that geography is the study of the interrelationship of people with the environments with which they interact at a variety of scales and locations. This is the foundation for children beginning their journey towards becoming nurturing, global citizens. We want our children to know that geography lies at the heart of all major challenges and opportunities that the human race faces today, be it population migration, climate change or realising the potential of new energy sources and be passionate about wanting to be the change champions of tomorrow. At Dunbury, we seek to build geographical knowledge through studying the distinctive features or characteristics of the places that make up the world.

Our vision of *strength in difference, together we are one, together we fly high* drives our geography curriculum, aiming to develop a sense of how understanding similarity and difference in places and cultures brings communities together striving towards global communities, where we can collaborate in our ambitions for the world and its future.

Geography Structure

We organise our knowledge into key concepts

As geographers, we use these concepts to investigate.

Geography

Geography is the study of the interaction of physical landscapes and communities at a variety of locations making diverse places.

Locational and Place Knowledge

The UK

Local Area

Countries, Seas & Cities

Mountains, Rivers National Parks

The World

Continents

Oceans

European countries

N America

Landscapes and Communities

Climate

Weather patterns

Hot & cold places

Climate change

Physical Features

Rivers

Coasts

Earthquakes

Mountains

Volcanoes

Human Features

Farms

Sustainability

Settlements and Urbanisations

Trade

Geographical Fieldwork Skills

Location
The precise site, position, or situation of a place.

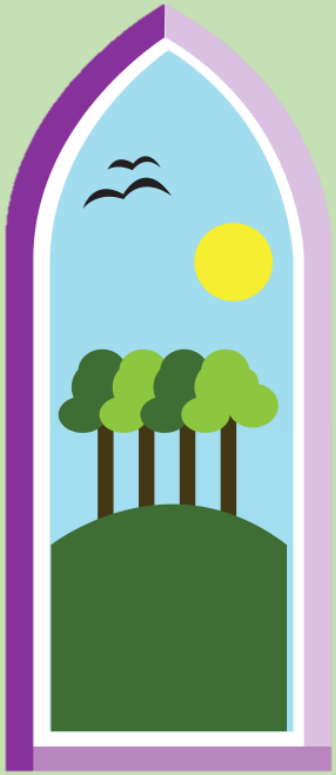
Scale and Connection
How the physical and human elements of a place interact and the degree to which what happens in one place impacts positively or negatively on what happens in another at different scales: locally, nationally, internationally or globally.

Patterns and Processes
The pattern or arrangement of the physical (mostly natural) and human features of a place. The natural events and human actions that bring about change

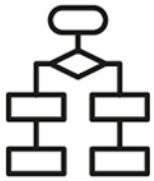
Sustainability
The extent to a place can balance meeting the needs of its people with ensuring an ecological equilibrium is maintained and biodiversity enhanced.

Diversity
The variety and distinctiveness of the physical and cultural composition of the society of a place.

Geography Concepts



Our knowledge is organised into key concepts and disciplinary concepts. The core knowledge is laid out in coherent, sequential progression documents which detail the end points which we aim children to achieve. The foundations for the geography curriculum are laid in Early Years. This is built on in KS1 as novice geographers, leading to more expert geographers in KS2. This provides the firm building blocks for children to become discipline geographers in KS3 and beyond.

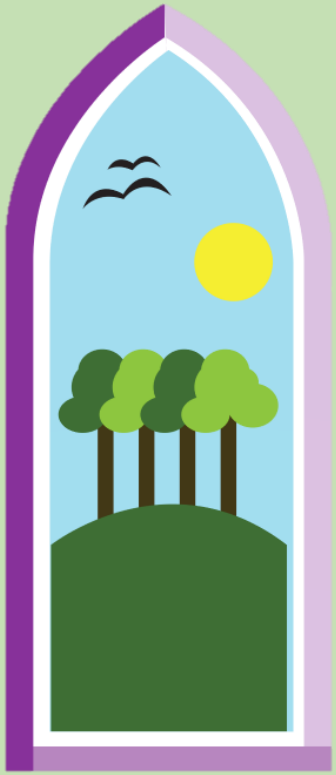


Key concepts

Key concepts support children in developing an understanding of their experience, a system of categorisation, and how they learn and use these systems. In this way, children build a schema of knowledge about some of the key themes through which they can reason and talk about the world and its diversity. Key concepts shape the overarching enquiry question for the spine. We have two main concepts in geography which sub divide into further key concepts.

Locational and Place Knowledge	Landscape and Communities
• The UK • The World	• Climate • Physical Features • Human Features

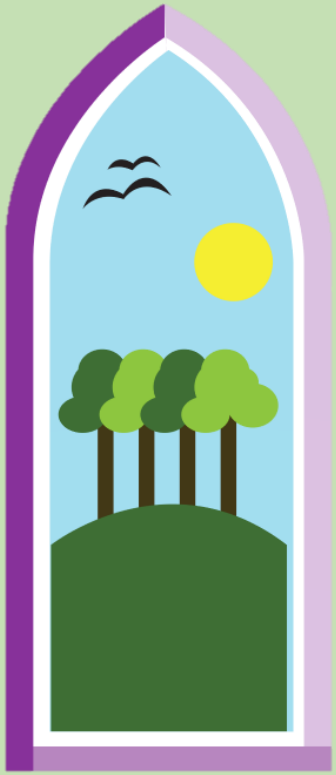
Geography Concepts



Our enquiry spines will seek to develop knowledge in both main key concepts, reinforcing the knowledge that Geography is about the interaction of processes at different places and locations.

	Locational and Place Knowledge		**Landscape and Communities**		
	UK	**The World**	**Climate**	**Natural Features**	**Human Features**
EYFS	School Environment	Exploring other countries through play and books	Notice the seasonal changes	Find features in different natural environments	Talk about features and cultures in our country
KS1	**UK Local Study** What is the geography of where I live like?	**Non-European Study** How does the geography of Kampong Ayer compare with the geography of where I live?	**UK Weather Patterns** What is the weather like in the UK? **Hot and Cold places** Why don't penguins need to fly?	**Coasts** Why do we love being beside the seaside so much?	**Farms** Why does it matter where my food comes from?
Lower KS2	**Local environment change** How and why is my local area changing?	**N USA place study** What is the Sunshine State really like?	**Weather and Climate** Why are jungles so wet and deserts so dry?	**Earthquake** Why do some Earthquakes cause more damage than others?	**Settlements and urbanisation** Why do so many people in the world live in megacities? **Sustainability** How can we live more sustainably?
Upper KS2	**UK physical and human** Who are Britain's National Parks for?	**European Study** How do volcanoes affect the lives of people on Hiemaey?	**Climate change** How is climate change affecting the world?	**Rivers** What is a River? **Mountains** Why are mountains so important?	**Trade** Why is Fair Trade fair?
Geography Skills and Fieldwork					

Geography Concepts



Disciplinary Concepts

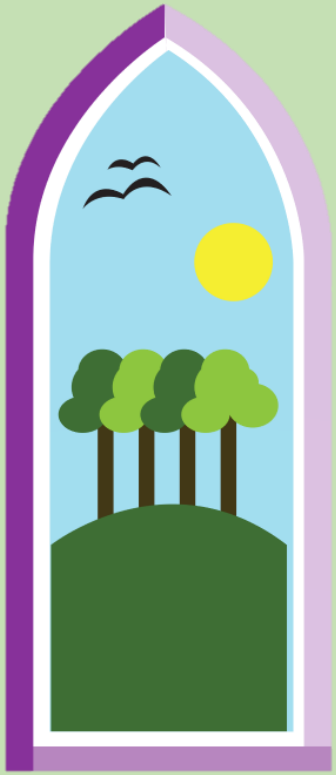
Our curriculum is driven by curiosity, language and resilience. Pupils at Dunbury are encouraged to be curious about geography and use the disciplinary concepts (working as a geographer) to support their approach, asking themselves:

- What is the location?
- What is the scale and connections of the place?
- Which patterns and process can I identify?
- How sustainable is the place or process?
- What is the place's diversity?

Disciplinary concepts shape the enquiry questions asked in a subject and organise the subject knowledge progressively. The disciplinary concepts drive the teaching sequence towards answering the overarching key question for the spine. They can all be applied across the entire subject and everyone is interconnected.

Location	**Scale and Connection**	**Patterns and Processes**	**Sustainability**	**Diversity**
The precise site, position, or situation of a place.	The size or extent of the area of the place e.g. local, regional, national, international, or global. How the physical and human elements of a place interact and the degree to which what happens in one place impacts positively or negatively on what happens in another.	The pattern or arrangement of the physical (mostly natural) and human features of a place across its surface. The natural or human events and actions occurring in a place that maintain equilibrium or cause change over time.	The extent to which a place can balance meeting the needs of its people with ensuring an ecological equilibrium is maintained and biodiversity enhanced.	The variety and distinctiveness of the physical and cultural composition of the society of a place.

Geography Skills



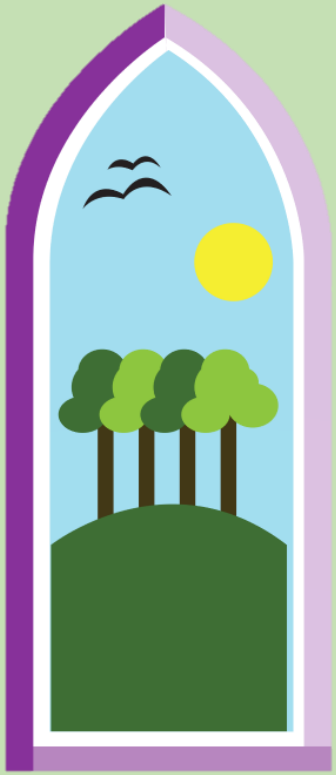
Geography Skills

Children will be taught the geographical skills required to be an effective geographer. They will learn to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

https://earth.google.com/web/

Geography Progression



Children in Early Years lay the first building blocks for geographical knowledge and concepts. They develop their sense of place and position so that they are able to describe using positional language their immediate surroundings both in school and just beyond.

Novice	Expert	Disciplinary
KS1	KS2	KS3 +

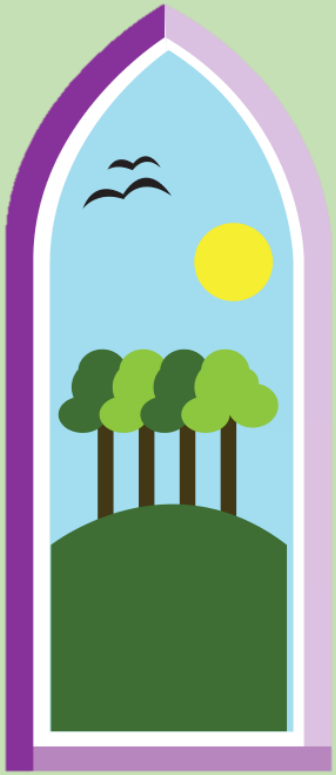
Novice

- Develop some knowledge about the world (continents, oceans), the UK (countries and seas) and their locality.
- Understand basic subject-specific vocabulary relating to human and physical geography (naming features seen e.g. cliff, town, field)
- Use geographical skills (maps, atlases, globes, aerial photos to identify and locate), including first-hand observation (identify features and use positional and directional language), to enhance their locational awareness

Expert

- Demonstrate greater fluency with UK and world knowledge, and use this to build knowledge of: the UK (cities, regions and key features) beyond their local area; and the world (hemispheres, tropics, longitude and latitude) including European countries, Russia, North and South America.
- build and broaden their knowledge of geographical process and their locations through the characteristics of a range of the world's most significant human and physical features.
- Use their developing knowledge to compare the familiar and concrete to the unfamiliar and more abstract
- Begin to make sense of the world by organising and connecting information and ideas about people, places, processes and environments.
- Demonstrate greater fluency in geographical skills (use maps, atlases, globes and digital/computer mapping to identify, describe and locate), including interpreting and communicating first hand observation (observe, measure, record, sketch, plan, graph and use digital technology) in order to enhance their locational and place knowledge.

Geography Implementation



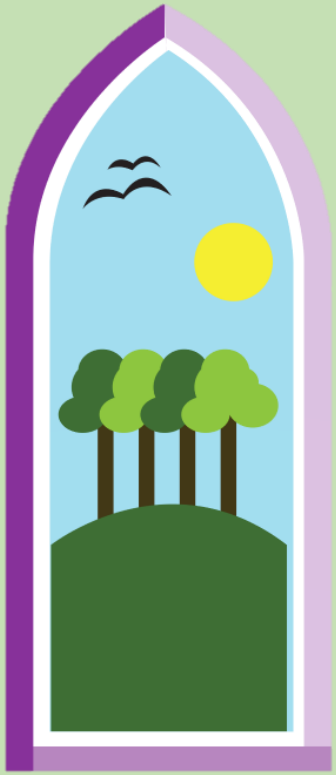
Planning:

Within the clear teaching sequence, individual lessons are designed around an enquiry question, which children are expected to be able to answer at the end of the lesson. Each lesson builds in small steps upon the previous, with prior learning referenced within the teaching sequence through a variety of means such as low stakes cumulative quizzing, structured talk and retrieval practice. This ensures that children are able to secure their learning in small steps, with teaching informed by continuous assessment of and for learning and misconceptions addressed at point in time. At the end of learning sequences, children use their accumulated knowledge to answer their key over arching enquiry question. Quizzes on essential knowledge are also sometimes used to support teacher understanding of their knowledge retention and to inform future planning.

Teachers plan lessons using a mastery teaching approach, driven by our curriculum drivers, following the sequence of learning indicated below:

Connect	Curiosity		Resilience		Spoken Language
Activate prior learning	Learning questions shaped the disciplinary concept.	Explicit instruction and modelling by teacher.	Guided Practice so that all children can access independent practice	Independent practice with tasks that match the learning question. Structured in small steps	Structured reflection for children to talk about what they know and their developing schema.
Recalling previous pertinent knowledge and building blocks.	How does this new knowledge fit into my existing geography schema? How does it build to my final application questions?	What do I notice? How does this connect and build on my knowledge? What new vocabulary am I acquiring. What questions do I have? Do I feel confident enough to have a go?	How am I doing? How do I know? Are there sufficient models, examples and resources to help me have a go?	I can apply new learning through practicing what I was taught, shown or modelled.	I can talk about what I have learnt today, using new vocabulary and generalisations. I can talk about where my new knowledge fits into the spine and how it is building me as a geographer.

Geography Impact



Vocabulary

Vocabulary is an essential building block to enable children to access the curriculum; within geography teaching sequences we use explicitly planned vocabulary to teach tier 2 and 3 vocabulary to all children. Teachers ensure that all children understand the key vocabulary needed to access the learning, with careful scaffolding for children with SEND. To support their vocabulary acquisition, the etymology and morphology of key vocabulary is also taught explicitly in our spelling lessons throughout KS2.

Adaption for children with SEND

Following the expectations laid out by the SEN Code of Practise, the following adaptations are made for individuals who need something that is addition to or different from others in the class. (click here for document)

Impact

At Dunbury, children's books show learning sequences that develop their geographical and conceptual understanding through a variety of rich tasks that make them think hard. Recorded work evidences snapshots of the learning sequence, with rich vocabulary, guided and independent work. Independent work shows the children's understanding of the lesson question and gives a snapshot of their learning throughout the overall lesson. Learning sequences show that over time, children know more and can apply this knowledge across their wider learning in geography.

We use the laid out essential knowledge in the progression documents to set the standard that we expect children to reach by the end of EY, KS1, lower KS2 and upper KS2.