



## Intent

- The history topics we explore are informed by the Geography Primary National Curriculum and we use this to plan geography units of work that support clear skills and knowledge progression.
- The whole school geography overview ensures pupils secure a significant geographical perspective through their growing knowledge of diverse places, people, resources, and natural and human processes. Our Geography Curriculum is sequenced coherently so useful knowledge builds through two distinct strands - Locational Knowledge and Human and Physical Geography. As a result of the accumulation of essential knowledge, pupils are provided with the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time, enabling them to become global citizens. Children begin their geography journey by looking at the school and the school grounds, before moving their learning and understanding further afield. Children begin to understand Hull and the region of East Yorkshire. In KS1, Hull is compared to a small area in Asia, due to a large amount of the school cohort being of Pakistani and Bangladeshi decent. Children in KS2 compare East Yorkshire to a region in Eastern Europe, again due to the nature of the children at Pearson Primary School. Children in UKS2 will then begin to look even further afield and apply their knowledge and skills to areas in North and South America.
- We teach our pupils to investigate the geography of our local area and the rest of the world and, by doing so, develop their understanding of the key concepts: place, space and scale, the environment and interactions.
- We develop strong subject knowledge amongst all staff through comprehensive middle leader development, a focus on developing teachers' subject knowledge and historical pedagogy, and the provision of high-quality planning resources.

## Implementation

- Teachers create a medium-term plan for each unit that includes a sequence of lessons which carefully plans for clear skills, vocabulary and knowledge progression.
- Pupils build on these skills year on year to achieve depth in their learning. At the beginning of a new unit, pupils are able to convey what they already know, as well as what they would like to find out.
- Consideration is given to how greater depth will be taught, learnt and demonstrated over the unit.
- Learning is carefully planned and structured to ensure that current learning is linked to previous learning, both within a unit and across units.
- Geographical vocabulary develops and evolves from EYFS to KS1 and through to KS2. The promotion of a language rich geography curriculum is essential to the successful acquisition of knowledge and understanding in geography. Language is a key driver at Pearson Primary school due to the high percentage of EAL children.
- High-quality educational experiences such as: fieldwork in the local area, visits to Pearson Park, visits to the River Humber and boat trips on the Humber, and trips to RSPB Bempton Cliffs help develop pupils' confidence and deepen understanding.

## Impact

- We use a variety of strategies to evaluate the knowledge, skills and understanding that our pupils have gained in each unit: end of unit quizzes; pre and post units of study; skilful questioning lesson by lesson; weekly retrieval practices; and summative disciplinary tasks.
- Evidence of this learning will be recorded within pupils' books and will form the basis of moderation within the year at school.
- Leaders will monitor the quality and impact of the Geography Curriculum through regular book looks and pupil voice to assess the extent to which pupils know more and remember more.

## SEND

Our ambition is for all of our pupils to access the full Geography Curriculum. These pupils will be supported to provide them with full accessibility to the knowledge-rich Geography Curriculum. Pupils will have access to adapted work to allow them to work with increasing independence in their geography lessons.

## Sequence – Unit

- **Immersion** – students become engaged in a new topic, they activate prior knowledge, and teachers share the key unit objectives (knowledge, skills and vocabulary that will be addressed) through mind mapping, KWL grids, trips or wider experiences.
- **Content delivery** – age related subject specific knowledge, skills, and vocabulary is taught in discrete subject lessons.
- **Reflect** – at the end of the unit, children and teachers reflect on learning to inform future lessons.

## Sequence – Lesson

- **Starter** – Knowledge retention task
- **Vocabulary** – Introduce and review Tier 2 and Tier 3 vocabulary.
- **Oracy Task** – stimulus given to allow for pupil observation, exploration and discussion.
- **Guided practice** – direct teaching and modelling of knowledge and/or skills.
- **Independent/Collaborative work** – children practice key skill or application of knowledge.
- **Reflect** – oral reflection on learning which has taken place