

Geography

Why teach Geography (Intent)

Our high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time'. 7 key concepts form the scaffold of our geography teaching - space, place, scale environmental, physical and human processes, sustainability, cultural awareness and diversity. These concepts are divided into 2 pillars of knowledge, substantive knowledge (locational knowledge, place knowledge, environmental, physical /human geography and geographical skills and fieldwork) and disciplinary knowledge 'to think like a geographer' to show children how each component fits together and how composite knowledge is built progressively over time.



How we teach Geography (Implementation)

- Geography is taught through 2 to 3 units of work per year that revisit and build understanding and application of the 7 key concepts alongside building substantive knowledge and disciplinary knowledge.
- It is organised in alternative half terms utilizing quality resources. We are members of the Geography Association <https://www.geography.org.uk/> and Royal Geography Society <https://www.rgs.org/>.
- Throughout each unit the class teacher will be building children's cultural capital by ensuring the geography curriculum is enriched by visiting guest speakers .i.e. National Geographic 'ask an expert' <https://www.nationalgeographic.org/education/resource-library> and field work. There are clearly defined intended learning outcomes that reflect both substantive and conceptual (procedural) and disciplinary knowledge by the end of each year

Enrichment plays a vital part in geography teaching and learning at Penketh Primary. Every year group does fieldwork, which gives them the opportunity to explore the local area while developing skills that will help them navigate and understand their environment, such as using compasses, reading maps and planning routes. We use high quality resources and we also have a carefully planned programme of visitors, workshops and visits.

What your children will learn (Impact)

- Children will learn to develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics.
- Children will learn to understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Children will become competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Children will learn to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)