



Geography

Vision (intent)

Geography at Sonning engages and inspires children to learn about the world around them. It provides the children with opportunities to use an enquiry based approach to their learning. Children are taught about knowledge, place, people and processes as well as developing geographical skills in areas such as fieldwork and map work.

In Key Stage One the children are taught about where they live in relation to the rest of the world. They begin to develop their use of geographical vocabulary and human and physical features of Geography. They make comparisons between locations and start to use and devise simple maps and plans. They are taught using an enquiry based approach, posing key questions each lesson to help them discover new knowledge and begin to apply specific skills which are taught and modelled.

In Key Stage Two pupils build on the enquiry skills they have developed in KS1 to enable them to extend their knowledge of the wider world. They develop confidence using maps and explaining similarities and differences between different locations. Pupils are able to understand and describe aspects of physical and human Geography. Within their enquiries they have opportunities to apply map skills and fieldwork.

Curriculum (implementation)

Curriculum Map



Sonning Church of England Primary School

Geography

Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term	Weather Patterns 'How does the weather effect how we live?'	Local Study 'What is the Geography of Sonning Sonning like?'		Volcanoes and Earthquakes 'Why do people live on volcanoes?'	Biomes, Climate Zones and vegetation belts 'Why are jungles so wet and deserts so dry?'	
Spring Term		India 'How does Chembakoli Chembakoli compare to where I live?'	Countries of the World 'What can we learn about the world from an atlas?'			South America 'What is South America like?'
Summer Term	Seaside 'What do we find at places where the land meets the sea?'		Local Study 'Where do we live?'	European Study 'Who are our European neighbours?'	Mountains 'Why are mountains so important?'	Rivers and the water Cycle 'How do the Thames and Amazon compare?'

Curriculum structure

The curriculum is structured to enable children to build their geographical enquiry skills by basing each unit on a key question. Subject specific vocabulary is taught and we aim to deepen understanding through questioning.

Within EYFS the children are introduced to the concept of the place and location. This is built upon in Year 1 by linking learning to seaside – where the land and sea meet and identifying hot and cold places in the world. Year 2 children then move to learn about the local area, with a local study and learning about the wider world through a question based on a contrasting location, India.

In KS2 the focus is then to develop their knowledge of a range of different locations in the world and to develop their geographical skills, through the use of an enquiry based approach.

Modules of learning provide a clear outline of the knowledge, skills and vocabulary embedded within each topic of learning.

Lesson delivery (Pedagogy)

Each module is based upon a key question which forms the basis of the learning. This question is then broken down into smaller questions, which are the focus of each lesson. The children are taught key vocabulary at the start of the unit and begin with familiar, moving to the unfamiliar throughout the rest of the unit. High quality teaching ensures the children are provided with a range of resources with which they can engage with to help answer questions. Using the enquiry process allows the children to have some ownership of their learning and rather than giving them information, the children have the opportunity to discover it for themselves.

Curriculum enhancement

The Geography curriculum is enhanced further through the use of local visits such as a Sonning Village walk and visit to the River Thames. This provides children with hands on opportunities to apply their fieldwork and map skills. In addition, where possible, visitors are arranged such as a parent who works within mapping and has used a drone to create an aerial view of school.

Outcomes (Impact-How do we measure and evaluate)

- Pupil Tracker (PITA grids)
- Book scrutiny
- Monitoring of lessons and planning
- Pupil conferencing

Partnerships