



# HEATHFIELD SCHOOLS' PARTNERSHIP

## CURRICULUM OVERVIEW – GEOGRAPHY

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### Intent

The geography curriculum will ensure that children will be able to:

- Demonstrate a curiosity and fascination about the world and its peoples.
- Understand and explain about diverse places, peoples, resources, natural and human environments.
- Acquire geographical knowledge, understanding and skills.

### Implementation

The schools' geography progression document outlines the knowledge and skills that will be covered in each year group.

### EYFS

A wide variety of books, stories, atlases, maps and globes are available in the EY environment. Links are made through stories and the Power of Reading and children are encouraged to discuss what they have noticed about their immediate environment and how it is different to other countries and places they have been. Using Beebots children can programme and navigate using directional language.

### Key Stage 1

Geography is taught as a unit of work for 3 half terms a year. Each unit is linked to the particular curriculum strands: Location and place knowledge, map skills, fieldwork and human/physical geography. In KS1 children collect, analyse and communicate geographical concepts and interpret a range of sources of geographical information. Children's work is gathered within a class Topic book as evidence of what has been covered.

### Key Stage 2

As above for years 3 and 4. In years 5 and 6, two units are taught due to the expanded history curriculum. In KS2 children should also draw conclusions, evaluate, pose their own questions and make their own decisions. They should also communicate their findings in a range of ways.

## Impact

### Assessment

Teachers and Early Years Practitioners use a range of on-going assessment for learning techniques to gather information about children's development within the associated strands.

In Nursery and Reception children's Tapestry files are updated during their focus weeks and this is shared with parents.

In Key Stages 1 and 2 assessment during lessons and marking enables teachers to adapt planning as required. Key questions on the planning and knowledge organisers support teachers' assessment techniques.

### Monitoring

Members of the Senior Strategy Team, Year Group Leaders and Phase Specific Subject Leaders undertake a range of monitoring activities across a year that include:

- "Pop ins"/learning walks
- Work scrutinies
- Discussions with children

An in-depth review of geography takes place every 2 years as outlined on the schools' review schedule.