

Geography

Intent

We want pupils at Holland Moor to be Geographers. We want them to become surveyors, cartographers, conservationists, or meteorologists. We want our Geography curriculum to inspire a curiosity and fascination about the world and its people that will remain with our pupils. We want them to enjoy their Geography Journey at Holland Moor where they will be equipped with knowledge about diverse places, people, resources and natural and human environments and where they will gain understanding of the Earth's key physical and human processes. We want our children to become passionate and knowledgeable about our local community and beyond, by learning through experiences in practical and fieldwork activities. As their journeys progress, their growing knowledge about the world will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. We want to inspire our children to ask and seek answers to such fundamental questions as:

- *Where is this place?*
- *What is it like? (And why?)*
- *How and why is it changing?*
- *How does this place compare with other places?*
- *How and why are places connected?*

We want pupils at Holland Moor to better understand the world, its people, places and environments, and the interactions between them.

Implementation

At Holland Moor, our Geography curriculum has been carefully designed around our children using United Learning Geography Curriculum. The Holland Moor Geography Journey begins with our pupils' locality - Skelmersdale. Their journey continues by moving outward to include the rest of the UK, Europe and then places world-wide.

The United Curriculum for geography provides all children, regardless of their background, with:

- **Relevant and coherent substantive knowledge** of the world that is built gradually using **subject-specific pedagogy** from EYFS to Year 6 and beyond.
- Substantive knowledge – both conceptual and procedural – is selected to build pupils' understanding of three geographical **vertical concepts**:
 - **Space and Place** – Developing an understanding of space through concepts like location, distribution, direction, and distance, while building a sense of



place and character through identity, community, and diverse global case studies.

- **Physical Processes** - Exploring how Earth's natural processes shape its surface, covering geology and physical features, as well as environmental science aspects like weather and climate change.
- **Human Processes** - Examining the processes and phenomena related to people, including resource use, population distribution and changes, and the characteristics of economy and development.
- A balanced view of the countries of the world, to address or even preempt misconceptions and negative stereotypes.
- Explicit teaching of core **disciplinary knowledge**, and the ability to approach challenging, geographically-valid questions. Geographical enquiry skills have been sequenced across the year groups which review and build on relevant knowledge that is **first taught in mathematics or science**, such as interpreting line graphs or setting hypotheses.
- Opportunities to undertake **fieldwork**, outside the classroom and virtually. Fieldwork is **purposeful**, and either gives pupils the opportunity to explicitly practise relevant disciplinary knowledge or to reinforce substantive knowledge.

Each unit of work is blocked for 7/8 weeks over a total of 5 blocks and is taught on a 2-year rolling programme. Topics are blocked to allow children to focus on developing their knowledge and skills, studying each unit deeply. Retrieval opportunities are put in place throughout the year to ensure knowledge is retrieved on a regular basis and so not forgotten over time.

Each unit of work has been planned with a comprehensive knowledge organiser which includes desired knowledge, new vocabulary, specified maps, and skills to be developed, as well as specific threshold concepts for each unit.

Teachers use our Progression of Knowledge/Skills document to support planning and delivery of Geography lessons, enabling pupils to build on and develop prior knowledge and skills.

To support children in their ability to know more and remember more, we provide regular opportunities to review prior learning from previous lessons and even previous units of work through a variety of retrieval activities including:

- Low stakes quizzes
- Brain dumps
- 'Speak like an expert'
- Tell the story of...

Geography

All previous learning is reviewed at the start of each topic and children are given the opportunity to share what they already know.

Pre-teaching new/subject specific vocabulary takes place prior to our Geography lessons. This technique facilitates the reading of new words by giving our pupils their meanings before they encounter them. This practice reduces cognitive load and facilitates learning.

Teachers use highly effective techniques to Check for Understanding, including directed questioning, pose, pause, pounce and bounce and exit tickets in each lesson to ensure misconceptions are highlighted and addressed with immediate intervention.

Teachers plan lessons to include many experiences of fieldwork that deepen our children's understanding of geographical processes which include collecting, analysing and communicating a range of data.

Our children are also given opportunities to interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs, and have chance to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Our teachers use many effective modelling techniques such as my turn, our turn, your turn, live modelling and thinking-aloud to ensure their children have an enhanced learning process. During these instructional strategies our teachers simultaneously describe what they're doing and why they're doing it. They are interactive processes that, through structured guided practice, makes concepts more accessible and foster positive pupil outcomes.

Our children are provided with various types of scaffolding depending on task and need. Scaffolding helps them to systematically build their knowledge base and supports their learning, allowing them to gain confidence when performing a variety of tasks independently. Scaffolding might include a set success-criteria, breaking learning down into manageable chunks, cue cards or vocab mats.

Year groups create immersive Geography displays which include answers to key Geographical questions and create a rich learning environment around Holland Moor.

Effective use of educational visits and visitors are planned, to enrich and enhance our pupil's learning experiences in their Geography Journey.

Impact

The impact of Holland Moor's Geography journey and our specific curriculum design will lead to outstanding progress over time across key stages, relative to a child's individual starting

point and their progression of knowledge/skills. Children will therefore be expected to leave Holland Moor reaching at least age-related expectations for Geography. As our children progress along their Geography journey, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context. They also demonstrate acquisition of identified key knowledge relating to each of the identified national curriculum strands. This is in addition to the development and application of key skills, supported by fieldwork. Our curriculum will produce enthusiastic and knowledgeable Geography learners. This can be evidenced in a variety of ways including children's books, immersive displays, pupil interviews and assessments.

Vertical Concepts in Geography

At Holland Moor, we use *vertical concepts* from Nursery to Year 6. These are big ideas or themes that grow in depth and complexity as our children move up through the school. Vertical concepts provide a structured approach to learning, helping children connect ideas across different subjects and understand how topics develop as they progress through each year. Our Vertical concepts in Geography are as follows:

Space and Place

Develop an understanding of space through concepts like location, distribution, direction, and distance, while building a sense of place and character through identity, community, and diverse global case studies.

Physical Processes

Explore how Earth's natural processes shape its surface, covering geology and physical features, as well as environmental science aspects like weather and climate change.

Human Processes

Examine the processes and phenomena related to people, including resource use, population distribution and changes, and the characteristics of economy and development.