



Geography at Headcorn Primary School

INTENT

The study of Geography stimulates an interest in and a sense of wonder about places to help children make sense of a complex and dynamically changing world. At Headcorn, our aim in Geography is to inspire pupils to become global citizens by exploring not only their own place in the world, their values, and their responsibilities to other people, but the ways a diverse range of economies, societies and environments are all interconnected. Geographical enquiry will encourage questioning, investigation and critical thinking about issues affecting the world and people's lives, the environment, and the sustainability of the planet. Building upon pupils' own experiences, they will learn to use fieldwork, maps, visuals, and new technologies to obtain, present and analyse information.

Aspiration:

We aspire to cultivate future leaders and change-makers who are passionate about the world around them. Our geography curriculum inspires our pupils to dream big and envision a world where they can make a positive impact. Through studying inspiring figures like environmentalist Greta Thunberg, our pupils learn that their aspirations can drive them to create a more sustainable and equitable planet.

Inclusion:

Diversity is a cornerstone of our geography curriculum. We celebrate the rich tapestry of cultures, landscapes, and environments that make up our world. Our lessons include a wide range of perspectives, and we encourage our pupils to embrace the unique contributions of individuals and communities. Through our geography curriculum, we teach our children the importance of inclusivity and respecting the views and cultures of others. Our lessons are designed to allow all to achieve and learn.

Resilience:

Geography teaches us about the challenges our world faces, from climate change to natural disasters. We believe that resilience is key to addressing these issues. Our curriculum highlights stories of communities that have demonstrated remarkable resilience in the face of adversity.

Implementation

EYFS

In Early Years, geography is introduced and taught to the children through a child-initiated approach. Throughout the year, geographical knowledge and skills are taught through 'Understanding the World', guiding the children to make sense of their physical world and community, comparing and contrasting their own environment to others based on their own experiences.

Key Stage 1

In Key Stage 1, each autumn term begins with essential skills and knowledge projects (Our Wonderful World in Year 1 and Let's Explore the World in Year 2). Teaching these projects in Years 1 and 2 enables children to be introduced to, or revisit, critical geographical concepts, aspects, skills and knowledge. These projects prepare children for the study of more thematic geography projects in the following term. In the spring term of Year 1, children study the project Bright Lights, Big City. This project introduces children to the geography of urban environments and the physical and human features of the United Kingdom. In contrast, in the spring term of Year 2, children carry out a



detailed study of coastal geography in the project Coastline. This project introduces children to the geography of coastal environments and provides children with the opportunity for in-depth coastal fieldwork.

Lower Key Stage 2

In Lower Key Stage 2, children begin with essential skills and knowledge projects (One Planet, Our World in Year 3 and Interconnected World in Year 4). Teaching these projects in Years 3 and 4 enables children to further develop their skills, knowledge and understanding of key geographical aspects and concepts and prepares them to study more thematic geography projects in the following term. In the spring term of Year 3, children study the project Rocks, Relics and Rumbles, which explores physical features and geographical phenomena, including earthquakes and volcanoes. In contrast, in the spring term of Year 4, children carry out a detailed study of the physical features of mountains and rivers, which includes opportunities for in-depth fieldwork.

Upper Key Stage 2

In Upper Key Stage 2, children again begin with essential skills and knowledge projects (Investigating Our World in Year 5 and Our Changing World in Year 6). Teaching these projects in Years 5 and 6 enables children to develop their skills, knowledge and understanding of key geographical aspects and concepts and prepares them to study more thematic geography projects in the following term. In the spring term of Year 5, children study the seasonal project Sow, Grow and Farm, which explores farming, agriculture, and rural land use. In the spring term of Year 6, children study the polar regions in the project Frozen Kingdoms. The project includes an in-depth analysis of the characteristics of these regions, including environmental issues.