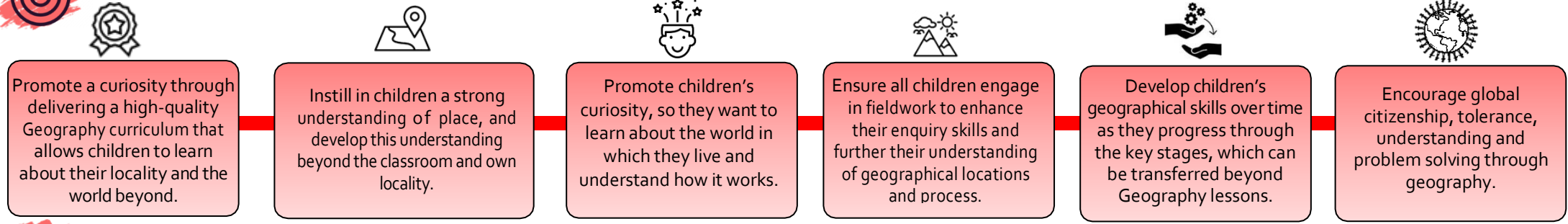
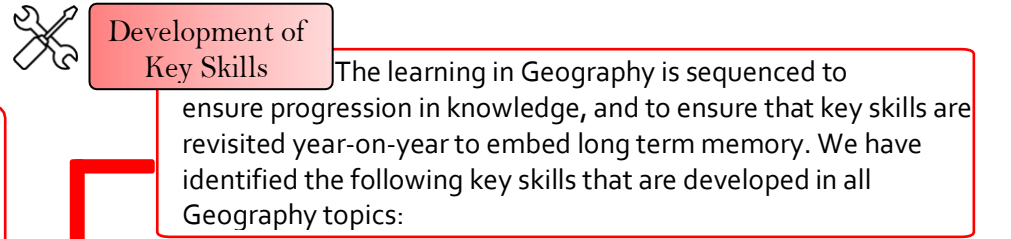
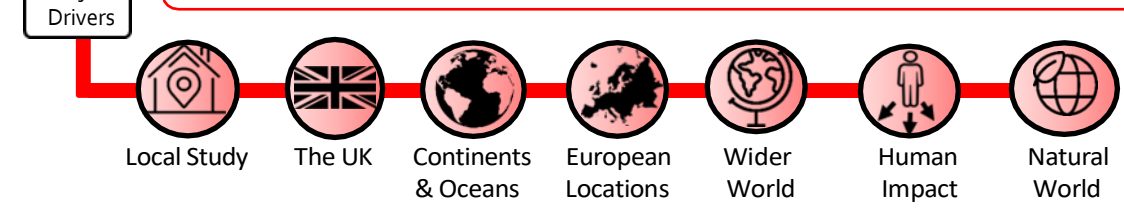
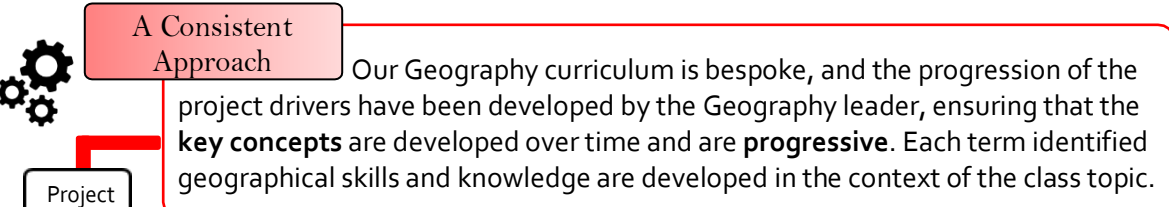
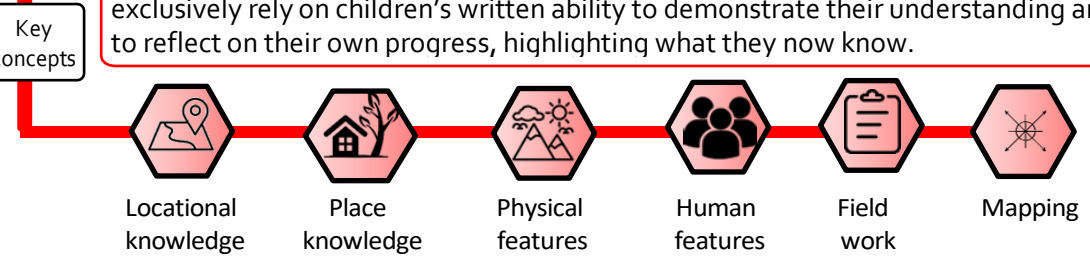
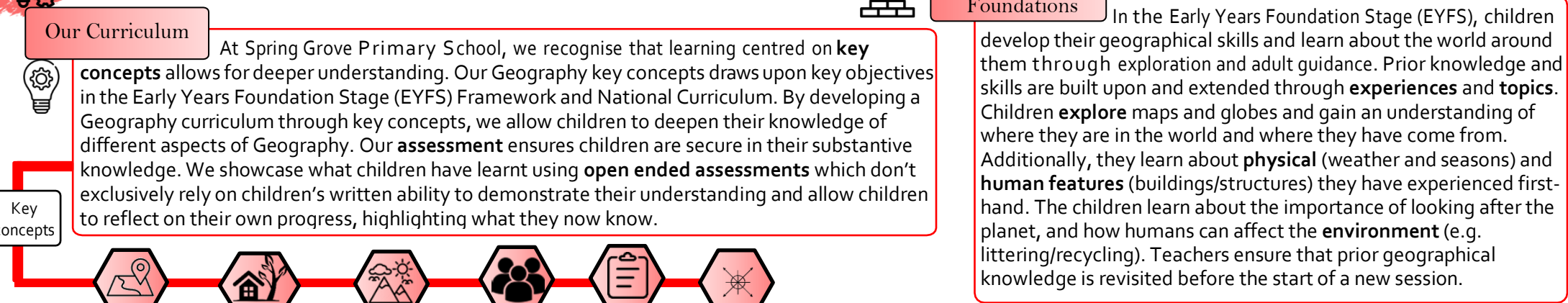


## Intent - We aim to...



## Implementation - How do we achieve our aims?





# Implementation (continued)



## Use of Geographical Equipment

Children **explore** and use age-appropriate maps (such as: world maps; maps showing particular continents or countries; OS map and digital maps (Digimaps/google maps), atlases and globes as an integral part of Geography lessons. Globes are used to solidify an **understanding of place awareness** in 3D form. Children also learn how to use other **field equipment**, such as: compasses, trundle wheels, tape measures and thermometers. In addition, during lessons children **interpret** models and pictures that illustrate a specific geographical feature.

## Wider Opportunities

As many of our children come from multicultural backgrounds, their first-hand knowledge is valuable to support learning; children are strongly encouraged to **share** their own knowledge and experiences of their native land and travels. Children share photos, artefacts from other countries and talk about their experiences whilst in school. Children are supported to ask meaningful questions, **developing** their own knowledge and understanding of life in different parts of the world. At Spring Grove, children are also given the opportunity to become a **Junior Traffic Ambassador** or an **Eco Warrior** and they work with their peers to find solutions to help save vulnerable animals and help establish initiatives to create a more sustainable planet.

## Strong Vocabulary Development

**EYFS** vocabulary is developed and extended through talking. Through the use of a **knowledge organiser**, key vocabulary is shared and children are given the opportunity to learn the understanding of these words during lessons, from KS1. Vocabulary is **displayed** on working walls and where necessary, **pre teaching** of key words are taught.

## Cross-Curricular Links

Across the curriculum **meaningful links** have been made to apply Geographical knowledge in other subject areas. In **English**, children have opportunities to write about different geographical processes (for example: the water cycle, volcanoes and weather) and locations. In **Computing**, children use technology to support and carry out research, watch videos and explore online maps (Digimaps/Google Earth). In **Maths**, children collect numerical information, manipulate data and present data to an audience. Children also apply their mathematical knowledge in **Geography** lessons to interpret and describe grid references, calculate distances, describe bearings whilst analysing maps and scrutinise data. In **PHSE**, children continue to develop their awareness of how they can contribute to global citizenship and social welfare, as well as deepening their understanding of their responsibilities in preserving the natural environment.

## Field work

Fieldwork is a **key concept** in Geography, children engage in **age-appropriate** fieldwork activities that are **meaningful** and related to the class topic. Fieldwork starts with the immediate location (school and home) expanding to regional, national and then globally-making genuine connections for the children and providing hands-on **experiences** that they will enjoy, whilst expanding their cultural capital. Children are also encouraged to work out the best routes for their trips using equipment, making the task more real and developing life skills.

## Risk Assessment

Prior to undertaking fieldwork, staff carry out risk assessments (See Trip policy for full details). These risk assessments are shared with the children so they understand how to explore the environment safely.

## Reading in Geography Lessons

Geography books relevant to topics are displayed in classrooms for children to explore at their leisure. Reading in Geography takes different forms, picture books and chapter books are explored, and all children have the opportunity to read non-fiction (and digital texts) to research or further their knowledge.



## Impact - How will we know we achieved our aims?



Children can use their locational knowledge and geographical language to talk with confidence about different countries in the world and cities in the UK.



Children can use their place knowledge to describe similarities and differences between places in the: UK, Europe and the wider World.



Children can identify and explain different human features located in different countries. Also children can give reasons to why these features exist and how land is used.



Children can describe and explain the natural environment and changes over time, including weather and its impact on the environment.



Children can confidently read and use maps (including digital, atlases globes and compasses to locate areas and plan a journey.



Children can carry out research, compare places, conduct investigations through fieldwork and communicate their learning confidently.