



Our Geography Curriculum: Glastonbury Thorn School

The Geography curriculum at GTS is accessible to all and provides the children with endless possibilities and exciting ways to learn more about where we live and our community. The children also find out about new places and how to locate them on a map, understanding the importance of the world our home. In line with our curriculum ethos, Geography is taught through the children's own experiences and learning possibilities within the community and beyond, ensuring that engagement and involvement is high. Our Geography provision is practical and visual, ensuring that learning opportunities are accessible to all types of learners. The children at GTS are given the opportunities to develop individual skills through the teaching of the National Curriculum objectives within the school's Long Term Plan and Curriculum Intent.


In EYFS, the children begin their journey as Genius Geographers by focusing on themselves and the community in which they live in. The children gain knowledge through basic research techniques such as pictures and simple maps, being able to identify famous landmarks and where we live. The children begin to understand that there are other countries in the world other than their own.

In KS1, teachers follow the National Curriculum objectives, which have been organised to increase children's understanding in the geographical key areas of locational and place knowledge, human and physical features, skills and fieldwork and the skill of researching. In Year 1, the children develop their understanding of human and physical features when studying their own locality and the UK. The children develop their place knowledge by using an atlas to locate the 4 countries of the UK and the seas that surround them. This is developed further in Year 2 by locating the seven continents and five oceans of the world. As well as using an atlas, the children gain a better understanding of map work, being able to use simple compass directions and directional language. Towards the end of their journey as Genius Geographers, the children gain knowledge of a contrasting locality, incorporating skills taught to be able to accurately compare and contrast their view of the world to another.

The teaching of physical geography is a major part of the GTS focus of 'The Natural World.' The GTS focus 'The Earth Our Home' incorporates the teaching of human geography and when considering climate and developing cities, this is taught through the GTS focus 'The Revolutionary World.'

To assess the children's progress and understanding, teachers complete ongoing assessments which focus on the National Curriculum objectives and those children who are meeting the objectives or working above/below these objectives. This in turn informs weekly planning to ensure that the provision is adapted accordingly and all children are making expected or better progress. Where written work is appropriate, learning is captured in the children Learning Journey writing books. Geography Scrapbooks for each year group capture evidence of learning and to aid 'knowing more and remembering more.' These scrapbooks will travel with the children on their journey through each year group.

Our Cultural Capital intent in Geography is through enrichment and building aspirations.
(see *Cultural Capital Intent document for Geography*)

A graphic consisting of a light grey, irregular, blob-like shape with a textured, slightly grainy appearance, resembling a splash or a piece of paper. The text "Sticky Knowledge" is centered within this shape in a bold, black, sans-serif font.

Sticky Knowledge

Locational Knowledge

Our 'Sticky Knowledge' begins in Geography with children knowing where they live and where their school is located within Shenley Church End. In terms of their understanding of their locality, the children improve this further by describing the location of Shenley Church, including using an OS map and symbols. Widening their locational knowledge, the children progress onto locating London and identifying significant landmarks. The children are challenged to know the four countries of the United Kingdom and this knowledge allows children to develop their understanding further of the world when locating and knowing the names of the seven continents and five oceans of the world.

Physical Geography

The children improve their understanding of their own locality further through physical geography when identifying animals and physical features within the immediate environment. Due to the locality of Shenley Woods, the children identify woodland animals. Staying focused on the immediate environment, the children gain a better understanding of the four seasons and how they change throughout the year. The children identify the effects of the weather on their immediate locality. The children in Year 1 develop their knowledge further of physical features when studying the seaside town of Southend. This 'Sticky Knowledge' links closely to work completed in History. Re-visiting woodland environments, the children now identify physical features of a forest. Building on knowledge acquired so far, the children identify the physical features of the four UK countries and identify hot and cold areas of the world.

Human Geography

Building on their understanding of their own locality, the children show an awareness of jobs carried out by family members and people they know. Linking closely with physical geography, the children study Southend however this time focusing on the human features.

Skills and Fieldwork

The children make observations of seasonal change including understanding weather symbols. To aid their locality work, the children's understanding of the UK is developed further by having to locate the UK and capital cities (including key features of London) using an atlas. Further developing the children's knowledge and understanding of an atlas, the children are challenged to locate the seven continents, countries and 5 oceans of the world. To conclude the 'Sticky Knowledge' for Skills and Fieldwork, the children gain an understanding of compass points and OS symbols, including identifying human and physical features.

Our aim in Geography is to continually develop our children's knowledge and understanding of the people and places in the world around them, developing the confidence to use maps and other researching tools to gain a better understanding of local and global issues. Geography is all around us and we want our children to be excited by this!

