

# GEOGRAPHY INTENT FOR OUR PROGRAMME OF STUDY: KNOWLEDGE, PROGRESSION, COVERAGE

(PRIOR, NOW, NEXT)

*Our core school intent runs through every aspect of our teaching and learning. It is our philosophy and approach in every subject area. It is **how** we teach and learn. Every leader commits to this. But every subject must have its own Programme of Study - its own lines of progression for the knowledge and skills we plan to teach and therefore its own rationale/intent for **what** we teach and learn. This is the rationale for this 'prior, now and next' in geography.*

*Our intention for the geography curriculum, was to design a progressive approach...*

## EARLY YEARS: OUR IMMEDIATE LOCALITY

*...which begins with local first hand, practical experience of the children's immediate locality and community. From this Early Years basis we designed a two stage process to KS1 studies.*

## YEARS 1-2: TWO PERSPECTIVES AND TWO AREAS OF FOCUS SPREAD EQUALLY

*The children build their knowledge of place and location from a **1) wider world perspective and 2) from a locality/UK perspective**. Ensuring therefore that the coverage is evenly distributed and that the children have more than one opportunity to visit specific areas and therefore consolidate vital knowledge before progressing into KS2. We believe - revisit, return and build carefully generates lasting knowledge that we can take into year 3. By doing this we aim to ensure that knowledge about different areas of the world builds at the same pace. We have specifically designed themes in KS1 to consider physical and human geography separately in our locality e.g. 'St Annes in Bloom'. We determined to separate these out in order to show clear contrast whilst we have been equally precise in our choice of a contrasting non-European country: Australia (The Outback, Great Barrier Reef) in order to show its complete contrast with our local Lancashire and St Annes studies.*

## YEARS 3-5: TWO AREAS OF FOCUS SPREAD EQUALLY

*We have carefully devised **four REGION STUDY themes** in these years to contract with the LOCAL STUDY approach from KS1. We are confident the children have that local geography knowledge and awareness by that stage and the comparisons drawn through these carefully placed studies from regions across the world are ideal to progress the children's knowledge of place and location. Ribchester (Roman), San Francisco, Werne (St Annes Twin Town) and The Amazon Rainforest are our chosen contrasting areas that meet this criteria.*

*As in KS1, we wanted to devote specific time to **HUMAN & PHYSICAL GEOGRAPHY STUDY**. We therefore positioned **four opportunities** to study each of the required areas of study (e.g. volcanoes, biomes) within the History driver themes - each time making meaningful links across the two subjects (e.g. Volcanoes - Ancient Greece).*

*During each of these stages, we were very keen to ensure that the children leave KS1 with the continents, oceans, UK countries and capital cities knowledge that they need and then move directly into a three year process of building place and location knowledge related to counties and cities within the UK and countries and capital cities across the world, so by the end of year 5 our children to have been introduced, revised and revisited almost all the knowledge they need for place and location.*

*We have positioned the Victorians-on-Sea as the ideal **SUMMARY STUDY AT THE END OF YEAR 5** to capture and draw together each of the years 3-5 areas we have learned about.*

## YEAR 6: APPLY AND FURTHER EXTEND THE KNOWLEDGE

*From a geographical perspective, the modern history nature of the curriculum drivers mean this is ideal for application and extension of knowledge. The children need a broad and wide basis of knowledge and experience to extract the most from the year 6 themes and we carefully add climate, time zone and environment related location terminology to complete the journey.*