



Geography at Medlock Primary School

At Medlock Primary we have the ambition for all our pupils to achieve the highest standard. Our curriculum has been designed to ensure this vision becomes a reality by inspiring all our pupils to become confident, independent and responsible lifelong learners. To do this we have ensured that the backgrounds of our community (which have roots across the globe) are reflected in the curriculum content. The explicit sequencing and teaching of vocabulary and subject specific language is used to provide our children with the highest quality language for learning. Opportunities for reading widely and deeply are central to this as is the development of children's 'voice' (both verbal and written), to enable them to communicate and question confidently and effectively.

Each subject in our curriculum has been designed to always build and link to prior learning and make connections beyond the individual subjects to maximise its impact and ensure the children learn more and remember more.

Why we teach Geography - Our Intent

At Medlock, we have ensured our geography curriculum reflects the rich diversity of our own community and helps our children understand their place in the world. It ensures our children have a broad understanding of the world from both their lived experience and how this connects to the session content. The relationship between human and physical geography is taught explicitly.

Curriculum Implementation in Geography

Medlock Primary School follows the National Curriculum. All learning in geography is designed to build on what has come before. We follow a 'knowledge engaged' curriculum. Learning is structured in a way that ensures children are taught what they need to build knowledge whilst at the same time ensure links to other areas of the curriculum are explicit. It develops the subject specific and transferable skills needed in order for them to make sense of the subject and how the subject fits into their wider learning picture.

The curriculum is built on questions and places an emphasis on the explicit teaching of vocabulary. Each lesson is structured to include:

- **Geographical Data** - maps, (Digimaps / Google Earth or paper), artefacts, visual data, statistics, graphs or text (real and imagined).
- **Geographical Ideas** - Generalisations, concepts and theories. We pose questions or statements to challenge thinking or develop understanding.
- **Locational Contexts** - Lessons look at 'place' in different scales.

Within each geography topic there are planned opportunities for children to develop their skills and to apply them to geographical enquiry and fieldwork.

They will encounter six interconnected strands (informed by the subject concepts from the National Curriculum):

- Locational geography (scale and space) - where places are and their position in relation to other places.
- Place - what places are like.
- Human - man-made geography.
- Physical - natural geographic features and how they are formed
- Plants and Animals -Explicitly linking understanding of place and physical aspects into a context that draws on learning from the wider curriculum, notably scientific knowledge.
- Interdependence -the impact of physical geography of humans action as well as how human behaviour impacts upon the physical world.

Impact in Geography

Our curriculum is designed so the children are taught the knowledge needed and then to apply the knowledge within the subject and beyond. It has been designed to build children's knowledge from lesson to lesson and from one year to another, linking backwards and forwards, embedding knowledge and understanding. Knowledge is therefore purposefully transferable to other areas of the curriculum.

We constantly return to key concepts, as a result children know more and remember more.

National Curriculum 2014
Geography Programme of
study.
[Press Here](#)

Ofsted Research Review:
Geography
[Press Here](#)

Geography Association
[Press Here](#)

'I just curious to know things about other places. Things I didn't know'.
Rafil Year 3

The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together." **President Barack Obama 2012**

'Geography is great! I like to see how its different in Australia and how its similar.'
Minaj Year 3

Medlock's Geography Curriculum Questions

Nursery 1 and Nursery 2

Daily structured conversation around weather/ seasonal change

Reception

What is around me?

How can I help Red Riding Hood to get home?

How is my country different from others?

Year 1

What is around my school?

What are the countries of the UK?

Year 2

Why are some places hot and others cold?

What land and water make up the Earth?

'How is where I live different from the countryside?'

Year 3

What is a settlement?

Where is Cairo and what is it like there?

What are mountains like and why are they there?

Year 4

What is the impact of the world's rainforests on us?

Could the world survive without the rainforest?

What is a river?

What is the geography of Baghdad?

Year 5

What is a canal and why were they important for Victorian Manchester?

How is Ardwick affected by pollution and what can be done about it?

What is migration?

Year 6

How are deserts unique?

Why is democracy an important part of society?

How did the impact of war change life in Britain and Europe?