

### Links with Other Curriculum Subjects:

Wherever possible, links are made with other curriculum areas. Our curriculum has been designed to exploit the natural links that occur between Geography and History. Key texts are chosen to support the Geography curriculum where appropriate. The English lessons in the week preceding theme week focus on a narrative linked to the theme, to introduce key concepts and vocabulary as a 'pre-teach' in a memorable context. The English unit following theme week will be based on the topic to allow children the opportunity to apply their new knowledge in an alternative context.

Links with our Science and Outdoor Learning curriculum are also made obvious to the children whenever possible. The technical and subject specific language the children need to know and understand to succeed highly in geography is supported by our Word Study approach to vocabulary and spelling.

### Research Base:

Closing the Vocabulary Gap by Alex Quigley  
Learning Without Labels by Marc Rowland  
Rosenshine's Principles of Instruction  
Rosenshine's Principles in Action by Tom Sherrington  
The Learning Rainforest by Tom Sherrington  
HIAS Geography Planning Document

# Teaching and Learning in Geography



Hamble Primary School

023 80453298

Information for Parents

By working together we help our children to succeed.

At Hamble Primary School we are committed to providing the best possible educational outcomes for all children. We aim to ensure that children leave us with a minimum of the Geographical knowledge specified within the National Curriculum:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239044/PRIMARY\\_national\\_curriculum\\_-\\_Geography.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239044/PRIMARY_national_curriculum_-_Geography.pdf)

Each Geographical theme unit will focus on one or more **specific skills**. The skills we teach are:

- **Use appropriate geographical vocabulary** when describing the location and characteristics of different places.
- **Make connections** between human and physical environments.
- **Make connections** between places, knowing how they are interdependent and interconnected.
- **Accurately use and interpret sources** that provide information about places, e.g. maps, globes, aerial photographs, GIS, data collected through fieldwork.
- **Discuss and evaluate sources** to develop an understanding of how the geographical characteristics of a location have changed over time.
- **Think critically**, applying their knowledge, about current and contemporary issues in society and the environment.

### Knowledge Threads

Where the school has the freedom to select and focus elements of study the curriculum has been carefully constructed to support the school's aims and values. The environmental aspects of Geography in particular support the children's understanding of their role as *'local and global*

*citizens'* and support them in *'developing an understanding of the world'*. The recursive threads of Environment and Sustainability, as well as links to Rivers, serve to weave knowledge and understanding through from Year R to Year 6, allowing for effective and recursive learning.

### The Geographical Learning Journey at our school

1. **Revisit / Review** of previous knowledge including key vocabulary. What of the previous theme units can the children recall and use to support their understanding of this theme? What do they already know?

2. **Enquire and Explore**: Introduce the enquiry question and explore the question. What will the children need to learn in order to answer this? Unpick the key concepts and vocabulary.

3. **New Knowledge**: Children are given new knowledge in small steps with opportunities to explore this through practical activities and using a range of sources and fieldwork.

4. **Application of Knowledge using Geographical Skills**: Application of new and previous knowledge to follow line of enquiry, using geographical skills where new skills are introduced through guided practice before independent application.

5. **Evaluate**: Children answer the enquiry question referring to what they have learnt.

6. **Assess and Review**: Review key knowledge. Children self-assess skills and explore new links made.