

Curriculum Statement for Geography

Intent

At Stoborough CE VA Primary School we aim to provide our children with the learning opportunities to develop as geographers. We aim to provide our children with a broad curriculum which ensures our learners develop progressively. Our children will gain the understanding of geographical concepts, knowledge and skills as well to develop a love for geography. Furthermore, we aim to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching will equip pupils with knowledge about diverse places, people, resources and natural and human environments. As pupils progress their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Understanding the how the Earth's features are shaped, interconnected and change over time will prepare the children for the opportunities, responsibilities and experiences of life in the 21st century.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Implementation

To ensure high standards of teaching and learning in Geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught in topics (see Knowledge Organisers), focusing on knowledge and skills stated in the National Curriculum that enable the children to become geographers and prepare them for life in the 21st century.

Our curriculum aims for pupils to leave school with an understanding of the following concepts, which underpin the subject of geography and run through our geography curriculum.

- **That we are one part of a larger world**
- **That weather and climate is different around the world and that there are reasons for this**
- **That the earth and the environment is constantly changing**
- **That we have limited resources and that these must be managed**

Through our enquiry based geography children are increasing their knowledge and mastery of understanding of subject contents, skills and concepts. Children have the opportunity through application and analysis of a wide range of geography skills and resources to...

Recognise, identify, observe, select, categorise, classify, sequence, compare and contrast, recall, reason, speculate, summarise, synthesise, explain, demonstrate understanding, empathise, reach informed conclusions, make reasoned judgements, justify, apply, evaluate, critique, hypothesise.

EYFS

Through the use of specific topics children are provided with planned, playful purposeful and rich learning opportunities to develop their geographical understanding and achieve their Early Learning Goals in Understanding the World. Teachers also develop children's own interests within geography constantly modelling geographical vocabulary so children can confidently communicate effectively.

Key Stage 1 and Key Stage 2

In KS1 and KS2 we use an enquiry based approach. Each topic starts with a big question which is then followed by ancillary questions. Using resources and field work children use progressive skills to come to conclusions about the questions and gain the must have knowledge required. Throughout each unit of work children are able to record their learning in different ways. This may be achieved through a range of ways which include verbal discussion, interpretation of data, written responses, map making, drawing and labelling pictures. Tasks are selected and designed to provide appropriate challenge to all learners, in line with the school's commitment to inclusion. The use of knowledge organisers is paramount to the learning. These documents clearly state the must have knowledge and skills in order to achieve the aims of the geography curriculum. The teaching and learning of geographical vocabulary is a golden thread woven into the topics to ensure that children are able to understand, use and apply the necessary geographical terminology.

How are all learners supported to make progress?

Quality first teaching:

We ensure that *all* children at Stoborough receive quality first teaching, including:

- Clearly designed lesson plans
- Appropriate use of modelling, explaining and questioning to engage with higher levels of critical thinking skills
- Many opportunities to discuss and rehearse orally before writing
- High quality modelling of learning
- High expectations for all, including an expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils
- Challenges to further their knowledge through verbal feedback
- Targeted scaffolding for children who need more support, including: writing frames; word banks with key vocabulary; sound mats; tinted overlays; writing slope
- Key vocabulary on display (used in class and explained) and also on knowledge organisers
- Pre-teaching of vocabulary

Impact

We use a range of strategies to assess what knowledge and skills the children have attained in Geography and to ensure they continue to make good progress. These strategies include: formative opportunities for questioning and gaining feedback during lessons, pupil voice, lesson drop ins and book monitoring.