



Curriculum Intent

Statement of Intent

At Deepdale Community Primary School, we see every child as a unique individual with the capacity to thrive and be successful. Our school motto of 'Harmony in Diversity' underpins a broad and balanced curriculum, which aims to ensure that children leave their primary education as confident, resilient learners with a thirst for knowledge. Our end goal is to teach our children to be mature, curious and eager within the community they are part of. *Anything is possible!* As a result of our ambitious and carefully planned curriculum that meets the needs of all of our pupils, children will continually develop as secure readers with an extensive vocabulary in order that they continue to understand the wider world that they are part of. We encourage problem solving, critical thinking and effective communication across every curriculum subject. By the time our pupils leave their primary phase of education, our valued curriculum will have ensured that they are eager to move on to the next stage of learning; they take pride in their work, can justify their opinions thoughtfully and manage their emotions carefully whilst always taking others in to consideration. At Deepdale Community Primary School, our shared vision is that every child is challenged from their individual starting point onwards. Every child is engaged in their learning and thrives in our continued care.

Curriculum Drivers

At Deepdale Community Primary School, we will all: -

- Celebrate our differences
- Have high aspirations
- Be passionate about the Wider Curriculum
- Strive to be healthy
- Love language.

Statement of Intent for Geography

At Deepdale Community Primary School our Geography intent is for the children to learn about the local and wider world. Within this learning, we will celebrate our similarities and differences (in people and places), develop high aspirations through carefully chosen trips and visitors from our regional area, opportunities to be creative through the visual arts to show their progression of geographical enquiry and fieldwork skills, strive to be healthy through the physical activity during fieldwork, understanding of their impact on the environment and lastly the progression of rich geographical vocabulary to enable our children to become successful geographers.

Vision for Geography

Our vision for Geography is for children to make sense of the world around them and develop a diverse knowledge of places, people and environments. Children will have the opportunity to gain an appreciation of different societies and cultures, leading them to realise how places are interconnected and change over time. Through Geography at Deepdale Community Primary School we inspire pupils' curiosity and fascination about the world and its people that will remain with them for the rest of their lives. This understanding cannot be gained from any other single subject within the curriculum.



The Foundation Stage

In EYFS and the Early Learning Goal of 'Understanding the World', the children will be guided to make sense of their physical world and community through opportunities to explore, observe and find out about people, places, technology and the environment.

Their key learning in geographical learning will be:

- Maps,
- Seasons and weather,
- Human and physical features,
- The wider world.

The National Curriculum 2014 states:

The National Curriculum aims to ensure that all pupils are taught knowledge about the world. They will learn geographical knowledge and skills under the four key areas: Locational knowledge, Place knowledge, Human and Physical geography, Geographical skills and fieldwork.

At Key Stage 1 pupils will:

- Develop their knowledge about the world, the United Kingdom and their locality.
- Study the locality of their school and a small area in a contrasting non-European country.

At Key Stage 2 pupils will:

- Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.
- Study a region of the United Kingdom, a region in a European country, and a region within North or South America. (see program of study)

Curriculum Implementation

Principles of Teaching and Learning

At Deepdale Community Primary School our Geography curriculum is delivered through:

- Setting common tasks which are open ended and can have a variety of responses
- Setting tasks of varied/increasing difficulty and differentiated where appropriate
- The use of fieldwork where possible so children gain first-hand experience of local and contrasting environments.
- The integrated use of ICT within geography lessons
- providing a range of challenges through the provision of different resources

The school has adapted the National Curriculum to the local circumstances of our school. Geography skills are taught through a topic based approach in block units throughout the year. This is combined with discrete teaching of knowledge which is taught and revisited on a continual basis. Due to the nature of geography there is also a need for incidental geography to be taught to cover personal and world events. Geography is planned so that it builds upon prior learning and children of all abilities have the opportunity to develop skills and knowledge in each unit.



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Our curriculum planning is in two phases (long term and medium term). Our long term plan maps the geography topics studied in each term across each year group. The subject leaders alongside the Senior Leadership Team devise this plan in conjunction with teaching colleagues in each year group. The medium term planning provides an overview of each unit of work and is made up of detailed individual session plans. These identify the key skills and knowledge with the National Curriculum references for each lesson. It also provides a plan for each session identifying the learning objectives and success criteria, activities with differentiation, learning partner opportunities, key vocabulary and questions, resources, AFL opportunities and cross curricular links. The EYFS framework gives us a set of common principles to deliver quality early education and experiences to all children. We relate the geography aspects of the children's work to objectives set out in the Development Matters documentation. These underpin the curriculum for children aged birth to five. Planning reflects the different ways in which children learn, providing activities that enable children to find out about different places, habitats and their locality. These activities also enable children to develop the key learning skills as identified in the Lancashire EYFS Planning for learning document.

Sequencing of Learning

Our curriculum is made up of 3 main areas:

- Locational and place knowledge
- Human and Physical geography
- Geographical skills and fieldwork

Over their time at Deeppdale Community primary school the children will develop their locational and place knowledge starting from first-hand experience of their school and local area increasing to a wider range of scales studied and unfamiliar places in KS2.

The sequence of learning follows the National Curriculum and Understand of the World in the EYFS.. It allows for appropriate sequencing and aims to secure long-term memory as well as the enjoyment of learning geography. A progression of skills in geography has been produced in line with Chris Quiggly.

	Autumn Term 1	Spring Term 1	Summer Term 1
Skills	Locational and place Knowledge	Human and Physical features	Geographical skills and fieldwork

Reading across Geography

Children at Deeppdale are given the opportunity to foster their love of reading and continually develop their reading and comprehension skills through being provided with a range of engaging challenging texts that are used across Geography, such as Trash by Andy Mulligan a fiction story about a boy living in the slums of Brazil.

In EYFS and KS1 most fiction stories that we share with our children are based on settings and the journey of a character which develops children's understanding of the environment.

Learning Environment



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At Deepdale Primary School our Geography curriculum is taught through a specific Learning Environment:

The Learning Environment:

- All classrooms should display a UK and world map, which is to be referred to on a regular basis.
- A globe should be easily accessible to children within all classrooms.
- At least one atlas should be in each reading area.
- Key vocabulary that will be introduced for each year group should be displayed on a working wall, which is used and referred to in every lesson.
- There should be evidence in classrooms through displays, posters, vocabulary or artefacts of current geography being taught.

Relationship to other subjects

The teaching of geography can contribute effectively and links too many areas of the curriculum, including Art and Music from other cultures and places; English to express opinions and compare similarities and differences; History of places; seasonal change within Science; mapping and GPS systems in Computing.

The Internet is an invaluable resource in the teaching of geography and can raise educational standards by allowing teachers and pupils to search for up to date information from a wide range of sources, finding out about places and people around the world. As with all school resources, use of the Internet needs to be well managed and carefully organised to ensure its effective and appropriate use. The use of the internet should be in accordance with the schools e-safety policy.

Inclusion

We aim to provide for all children so they achieve as highly as they can in geography, according to their individual abilities. We will identify which pupils or groups of pupils are underachieving and take steps to improve their learning. Those children working at greater depth will be identified and suitable learning challenges provided. Children with specific learning needs and children with Targeted Learning Plans will be supported as required. At Deepdale Community Primary School we recognize the fact that all our children come to school having encountered their own version of the world we live. Therefore we are committed to ensuring that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. We aim to provide suitable learning opportunities, regardless of gender, ethnicity or home background

Curriculum Impact

Assessment

Assessment is on-going and is a vital tool to aid future planning. Children are assessed in their oral responses as well as their written work and each child's progress will be noted. In KS1 and KS2, teachers will assess the children using the end of key stage expectations and in the Foundation Stage children will be assessed using the Early Learning Goals document. In KS1 and KS2, all children have a Geography book which is



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used to record learning through written work and photographs. In EYFS, each class has a Geography floor book which is used to record images and discussions throughout the year.

Reporting

Children's progress and attainment for geography will be reported to parents in their annual report.

Recording

In KS1 and KS2 the children have a Geography book which is used to record learning through written work and photographs. In the Foundation Stage children have Learning Journals which is used to record their learning. All work is marked in accordance with the 'Feedback, Review and Improve' policy (please see separate policy for further guidance). Written or verbal feedback will be given.

Monitoring and Evaluation

All teachers are responsible for monitoring standards but the subject leader team takes the lead in this.

These include:

- Subject leaders to analyse teacher's medium term plans to monitor coverage and balance of the curriculum planned;
- Support colleagues in their teaching, by updating and keeping colleges informed about current developments in geography;
- Subject leader to prepare a short summary for the governing body and to discuss with the named governor the schools planning and developments;
- Use allocated time to monitor and review documents, planning and evidence of children's work.
- Progress is measured by monitoring and evaluating against the Progression in Skills document when observing individual skills at different stages of a child's school experience.
- Subject leaders to have a geography portfolio were samples of work and photographs are kept to show the variety of geography taught in school and to show skill development.

Resource Management

There is a wide range of resources available across the school to support the teaching of Geography. Year groups have a responsibility to seek advice from the Geography Subject Leadership team in reference to ordering, storing and resourcing geography resources needed to teach their specific units

Safety

It is the responsibility of all staff and where possible pupils, to be aware of the possible health and safety issues related to geography focused educational visits and fieldwork. It is fundamental that pupils develop a positive attitude about themselves, others, tools and equipment and an ethos is created where respect for our environment is developed. It is the responsibility of the year group leaders to check and complete all risk assessments for fieldwork visits.

Review:

This policy was written in October 2017 and will be reviewed in October 2019.

This policy was reviewed in October 2019 and will next be reviewed in October 2021

This policy was reviewed in March 2021 and will next be reviewed March 2023



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This policy was reviewed in January 2024 and will next be reviewed in January 2026

Emma Paterson and Claire Lewis

Policy revised: January 2024

Review date: January 2026