



## Curriculum Statement for Geography

### **AIMS:**

At Lytham Church of England Primary School our aim is to fulfil the requirements of the National Curriculum for Geography, providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills and make the teaching and learning of Geography an enjoyable, creative, stimulating and magical experience for pupils and teachers alike. Geography teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments. Through the teaching of Geography we will aim to:

- Inspire pupils' curiosity to discover more about the world.
- Enable children to know about the location of the world's continents, countries, cities, seas and oceans.
- Develop in children the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes and aerial photographs.
- To help children understand how the human and physical features of a place shapes its location and can change over time.

Provide pupils with a better understanding of climate issues, including climate change.

Our aims for Geography are all underpinned by our school's Christian values: Service, Faith, Determination, Love, Honesty, Friendship, Thankfulness, Respect and Forgiveness.

### **The Geography leader is: Miss Chantelle Bradshaw**

Intent	Through a broad, balanced and inclusive curriculum we will have high standards of expectations for pupils. We will ensure the progressive development of geographical concepts, knowledge and skills. Geography teaching should develop children's knowledge of their local area and they should be given opportunities to take part in progressive fieldwork activities in their local area. Teaching should equip pupils with knowledge about diverse places, people, and resources, natural and human environments, together with a deep understanding of the Earth's key physical and human processes. In addition, they will develop their knowledge and understanding of the wider world and have a better understanding of how people live in different areas of the world. Children will learn about issues and factors affecting climate change and will become aware of how they can play a part in making a difference for the future.
Implementation	In ensuring high standards of teaching and learning in Geography, we will implement a curriculum that is progressive throughout school. Geography is taught as Topics through the Lancashire Scheme of

	<p>work focusing on the development of children’s knowledge and skills. Planning is informed by and aligned with the National Curriculum. Teachers’ lesson design is not limited by the Lancashire scheme of work and teachers can have access to further guidance from other sources to enhance their lessons and make teaching more engaging. Teachers’ cater for the varying needs of all learners, differentiating activities where necessary and as appropriate, and ensuring an appropriate level of challenge. Outcomes of work are regularly monitored and assessed to ensure that they reflect a sound understanding of the key identified knowledge.</p> <p>The Early Years Foundation Stage (EYFS) follows the ‘Development Matters Framework’ which aims for all children in Reception to have an ‘Understanding of the World; people and communities, the world and technology’ by the end of the academic year.</p> <p>We ensure that Geography is given the same importance as we give to core subjects, as we feel this is important in enabling all children to gain “real life experiences”, for example, using the local area to look at change, comparing similarities and differences in environments and communities and completing an in depth study of the locality.</p>
Impact	<p>Outcomes in Topic and Literacy books evidence a broad and balanced Geography curriculum. Impact of the subject is demonstrated in a variety of different ways including through pupil voice children, regular interviews with pupils and regular book looks and subject walks. Children will be engaged in Geography lessons and want to find out more. Children will complete research independently through projects and homework and to further their own enjoyment about the subject or topic. Work will show that a range of topics is being covered, cross curricular links are made where possible and differentiated work has been set where appropriate.</p>
Coverage and Progression	<p>Clear progression has been mapped out for Geography in the National Curriculum. Termly Curriculum Overviews act as a reference tool for teachers, pupils and parents to show clear expectations for what each year group should learn by the end of the unit of work. Teachers will hold regular meetings to discuss planning and children’s progress in Geography and discuss the next steps for progression.</p>
Assessment	<p>Pupils’ attainment in Geography is assessed at the beginning and the end of a topic using KWL grids and by marking and monitoring children’s work. Children’s yearly progress will be recorded in the Foundation Subjects end of year Assessment grid.</p>