Geography Curriculum Statement

Intent

At St Anne’s Primary School, we strive to provide our children with the opportunities to become global citizens, deepening their interest and wonder in exploring their own place in the world. We believe it is important to provide ‘Living Geography’ concerned with children’s lives, their futures and their world. Through our curriculum our children will develop a sense of their world at the local, national and global scales understanding the interconnections between how people and the environment interact. Through our geography curriculum pupils are equipped with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. Allowing children to take part in fieldwork is an essential part of this. Pupils learn to think critically, think spatially, use maps, visual images and new technologies, to understand and present information. They will have an adept understanding of their responsibilities within their own society whilst also having a coherent insight into sustainability of a dynamically changing world.

The National curriculum 2014 aims for all children, to study geography and to:

* 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

Geography is taught in blocks throughout the year, so that children achieve depth in their learning. As a school we teach through the framework of the 2014 National curriculum, using a scheme devised by learning challenges. We have identified the key knowledge and skills of each topic that has been planned for our year groups and consideration has been given to ensure progression across topics throughout each year group across the school.

Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. As pupils progress, they deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. They learn how to draw and interpret maps and use subject-specific vocabulary relating to human and physical geography, with accuracy and confidence. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in different societies, helping to develop a sense of other cultures, and how nations rely on each other. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

In KS1 the focus of learning is on the United Kingdom and the children learn about the country in which they live. They will learn how to find features on a map and use geographical vocabulary to label places. They will begin to develop their fieldwork skills by investigating their local area. They will know the seven continents and five oceans.

In year 2 they will begin to look further afield and compare their local area to a town in Kenya.

In order to embed learning, skills will be regularly revisited across the topic.

‘Place on a Page’ allows regular retrieval of key concepts and learning from previous years such an continents and human and physical geography, whilst also allowing children the opportunity to learn more about places all over the world, linked with their learning in other subjects e.g P.E and English.

At the end of some units of work children will write an “essay-style” answer using a structure strip to provide prompts on what needs to be discussed. These prompts will link to one of the lessons they have had/ things they have covered during the unit. This is to allow children the opportunity to show what they have learnt over the topic and that information is embedded and understood in the longer term.

Observing children at work, individually, in pairs, in a group and in class during whole class teaching.

● Using differentiated, open-ended questions that require children to explain and unpick their understanding.

 ● Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide

 There is a focus on children’s acquisition of identified key knowledge.

Impact

Children also record what they have learned comparative to their starting points at the end of every topic. As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context.