



Usworth Colliery Primary School Geography Curriculum Narrative



Usworth Colliery Primary School Curriculum Vision

Enjoy achieving together...to be the best that we can be!

At Usworth Colliery, we have high expectations and aspirations for all. We pride ourselves on providing a safe, happy and healthy environment which supports our children to become confident, caring and independent learners. As a highly inclusive school, we support all our learners to access an education pathway that supports them to build on their starting points, considers their social and emotional needs and challenges them to thrive. Our ethos and core values, along with our engaging curriculum, prepares our children for modern day life and their next stage of learning. We aim to deliver a curriculum that supports our children to be ready for the real world with opportunities to problem solve, develop resilience, be inspired, curious and creative and develop aspirations for their futures. We are determined that our children will make strong progress regardless of their starting points through a well sequenced, broad and balanced curriculum. Oracy development is at the heart of the entire curriculum: children use key stem sentences to develop language structures and progression is designed across the curriculum in the Physical, Linguistic, Cognitive and Social & Emotional strands. Lessons are crafted to support pupils to build on prior knowledge, revisit key learning, practise key skills and make links, to help them learn more and remember more. We actively encourage respectful, positive relationships for all and promote British Values to maintain a strong whole school community.

Safety, Resilience, Care, Aspiration

Geography INTENT

At Usworth Colliery we want to inspire our children and prepare them for life with practical skills such as map reading, identifying features on aerial photographs and digital mapping. Most of all we want our children to enjoy and love learning about geography both inside and outside the classroom to broaden their horizons, develop their geographical skills and be challenged and inspired. Our intent is that pupils recognise geography as a subject packed with excitement and challenges, which is relevant to our local and worldwide environments. It enables us to better understand our world's people, places and environments - interactions between them and why some are changing. Ensuring children are aware of their place in the world, both locationally and socially is a driving force for the subject. They should also build a strong knowledge of the world around them, locally and internationally, giving them an understanding of difference and potentially the motivation to visit and explore their environment. We aim to create ambitious and resilient learners who are also socially-aware that they can be the drivers for positive geographical and environmental change. Geography will encompass the National Curriculum and is designed to create deep knowledge, strong basic skills and provoke a thirst for knowledge.

We INTEND that our curriculum will:

Challenging	Opportunity to learn through problem-solving in context.
Relevant to local and world-wide context	Learning will be linked to and have an appreciation of current geographical and environmental matters: local, national and worldwide.
Develop strong basic skills	Enable children to have a range of fieldwork and mapwork skills which they can apply throughout their development in the subject, both within and outside of school.
Create deep knowledge	Embed factual understanding and awareness of environmental issues to take forward to Key Stage 3.
Create transferable skills	Enable children to apply skills to complement English, maths and PE learning.

Geography IMPLEMENTATION

Geography learning at Usworth Colliery challenges children with new locations in each topic. We first study our own locality and our school, then expand to the UK and wider world. Locations for study are chosen specifically to broaden the horizons of our children and ensure they build a wide knowledge of the different environments an enormity of our world. Skills are taught progressively and applied in different ways to different locations. To encourage social-awareness, each year group have two social responsibility units which look at issues within environments, which promote greater-depth thinking and understanding children can then act upon. Each year group have two fieldwork units which allow them to follow a line of enquiry, collect data and present their findings in a variety of way. .

So that the majority of our children reach age related expectations the Geography curriculum is designed to ensure geographical knowledge is developed and built on from EYFS to Year 6. It is our intention that pupils become more expert as they progress through the curriculum, accumulating and connecting **substantive** and **disciplinary** geographical knowledge.

- **Substantive knowledge**- this is the subject knowledge, concepts and explicit vocabulary used.
- **Disciplinary knowledge**- this considers how geographical knowledge originates and is revised. It is through disciplinary knowledge that children gradually become more expert by *thinking like a geographer*.

In order to ensure progression substantive and disciplinary knowledge is mapped from EYFS to Year 6. Spaced retrieval practice and revisiting of concepts are used to facilitate the transfer of information from working memory to long term memory. Geography gives our pupils an understanding of the great diversity of people and places that make up our world. Through learning about local, national and international communities our children become more tolerant. We want our children to be curious about the world around them and to ask questions. We want to equip them with knowledge about places, people and resources in the environment and an understanding of the interaction between physical and human processes that have shaped our landscape and environments. Our children need to be able to communicate their learning in a variety of ways including verbally, sketching maps, creating keys, providing diagrams, tables, graphs and though writing. To promote resilience and independence our geography curriculum encourages pupils to adopt a growth mind-set in order to learn from mistakes and develop as learners. To support the unique needs of our pupils the curriculum has geographical vocabulary, reading and oracy at the core. As pupils progress through school, children's geographical vocabulary is improved through consistent exposure to new words from age appropriate, taught, subject specific vocabulary. Teaching builds on previously learnt vocabulary and the acquisition of this allows the children to discuss and reason within the subjects. Pupils access a wide variety of high-quality written sources to develop their reading and geographical skills and spark their interest and enthusiasm for learning.

Real-world Opportunities:	Big ideas:
Visit sites of geographical importance (local and further afield) to enhance understanding. Use fieldwork to collect and analyse data. Answer fundamental questions about the location, its development and comparison to other areas. Interpret a range of sources, including films, diaries, maps, diagrams, globes and aerial photographs. Create sketches and keyed maps for our local area. Incorporate DT to create 3D models. Analyse real-world events and issues to asses their impact on the environment and its inhabitants.	Place : describe and explain places in increasing depth e.g. population, climate, economy, land use and change, landforms, built environment, soils and vegetation, communities water resources, cultures Environment: climate, extreme weather, phenomena e.g volcanoes, mountains. Fieldwork: using maps, exploring data, making observations, forming connections.

Geography IMPACT

Pupils will show their strong knowledge of basic geographical facts through all elements of their work, both written and oral. They convey a clear sense that they understand the local environment in which they live and how it might compare to the lives of others across the globe. Children demonstrate progressively wider knowledge and vocabulary to describe the physical and environmental geography of our world. Children learn through a fun and engaging curriculum from which they build up a bank of knowledge to compare a range of locations, understand why locations have developed as they have and that impact on the land, inhabitants and wildlife. They are knowledgeable to pose the question 'What should the world be like in the future?' and then to comprehend that they themselves can influence change, no matter how small, and appreciate how to do so. Children will develop a deep understanding of the subject, to enable quick recall of knowledge using the correct terminology, which encourages them to talk confidently about the subject. Children want to delve deeper into areas studied, explore new places and enter KS3 as creative and critical thinkers – who will consider continuing with the subject in Key Stage 4. They present their work with pride and creativity, showing a growing confidence to test their thinking. Through their studies, children understand behaviours of different cultures and how geography may have contributed to that. Their attitudes are clearly positive to the different cultures and practises of people around the world and this carries in to their positive actions towards others

The IMPACT of our curriculum will create pupils who are:

Resilient	Children will persevere in the face of challenge.
Ambitious	Children will strive to take on new learning and choose different ways to present it.
Life-long learners	Children will always want to learn about and explore new places

Ecologist

Town Planner

Travel Agent

Geography Teacher

Cabin Crew

Conservationist