

ST LUKE'S CE PRIMARY SCHOOL



CURRICULUM STATEMENT FOR

Geography

Subject Lead: Mrs Caron Groom

1 Aims

We are guided in our geography teaching by the National Curriculum 2014, which states:

A high-quality geography education should 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 should equip pupils 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

2 What will pupils be taught?

EYFS Statutory Framework - Understanding the World:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

KS1 and KS2: The national curriculum for geography:

- 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
- become 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.

3 How will pupils be taught?

- 3.1 We teach geography from EYFS to Y6 ensuring full coverage of all national curriculum objectives and with clear progression of skills and knowledge. From Year 1 onwards, the children will be taught geography either as part of a cross-curricular topic or as discrete lessons.
- 3.2 The curriculum is structured and sequenced, so that each unit builds upon the previous units and important vocabulary is frequently revisited, in order that children learn and remember it. Geography is integral to our whole-school topic-based curriculum planning, maximising the links within and between different subjects and starting with the early Years (reception classes). Where we feel we can enhance the curriculum to be more relevant and meaningful to our pupils we do; for example, in Year 2 when looking at 'Where we live' we also discuss and raise awareness of the homeless. Within this topic we also study our local area of Formby and look at the human and physical features that are similar and different with Shyira in Rwanda, is a community in the located in the hills of North West Rwanda that is supported by St. Luke's Church and our school.
- 3.3 Resources are chosen carefully to support pupils' acquisition of the key skills, knowledge and vocabulary we have identified. This is further supported through related displays in the classroom and large maps on the corridor walls.

4 Inclusion

- 4.1 In line with our ethos of inclusion, it is important that our ambitious geography curriculum can be accessed and enjoyed by **all** pupils. We have the same learning intentions for all pupils, with no lowering of expectations.
- 4.2 **Pupils with Special Educational Needs and / or Disabilities (SEND)**
Just as in all other areas of the curriculum, for the delivery of geography, teachers need to anticipate barriers to participation for pupils with particular SEND. Planning will minimise those barriers so that all pupils can fully take part and learn.

For all pupils to be able to achieve the same learning intentions, it will be necessary to 'adapt teaching' to ensure access through the use of strategies such as:

- Breaking down content into smaller chunks or steps
- Varying levels of support, including effective support from TAs as well as the teacher, e.g. directing a TA to scaffold the learning for a specific pupil or group of pupils while ensuring that the development of the pupil's independence and their

confidence in themselves as a learner is not compromised as a result

- Removing unnecessary expositions, i.e. keeping spoken language at an amount and at a level that will enable maximum access, with visual support
- Supporting different means of expression / methods of recording,
- Intervening appropriately, i.e. checking on the understanding after a whole class introduction, and providing access to key information to support the learning; observing when a pupil or group of pupils seems to be struggling with a new concept or idea, and creating opportunities to dig deeper into any misconceptions that may have arisen, before these have the chance to become entrenched
- Robust risk assessments to ensure that all children can access field trips.

Similarly, when assessing pupils with SEND, an altered or alternative method of assessment may be appropriate.

4.3 **Mastery**

Children are encouraged to make connections and links to other subjects, such as history when studying the development of Formby. Pupils are also encouraged to draw upon and share their experience outside of school to extend their own understanding and that of others.

5 **Assessment and Reporting**

5.1 The purpose of assessment should be to:

- ensure and evidence progression against the programme of study
- track progression of cohorts and individual pupils
- identify gaps in knowledge to inform next steps teaching

5.2 Progression in the learning of geography can be evidenced in two main ways:

a) Formative assessment

Teachers check pupils' understanding systematically, identifying misconceptions and adapting teaching as necessary. This formative assessment allows teachers to make judgements on how well children have met the curriculum expectations and this is further supported by summative assessments at the end of each unit of work.

Further evidence can be gained from looking at books, Books also allow the teacher to comment on or celebrate written work.

b) Regular summative assessment

There is a pupil assessment activity at the end of each unit, checking comprehension and recall of key knowledge, vocabulary and skills from the unit in question. This usually takes the form of a low stakes quiz or an independent written assessment task based on the taught content. Summative assessment allows not only for the evidencing of progression, but also for identifying when progression is not being made, either at a class or individual level.

5.3 In line with the assessment policy, a verbal report may be given to parents in the autumn and spring parent-teacher meetings. A comment on geography may form part of the full written report in the summer term where it is noted to be a particular strength or area for improvement.

6 Impact

As a result of high-quality geography teaching, all pupils at St Luke's will:

By the end of EYFS:

- make sense of their physical world and their community
- develop their understanding of our culturally, socially, technologically and ecologically diverse world
- build important knowledge, this extends their familiarity with words that support understanding across domains
- Enrich and widen their geographical vocabulary

By the end of KS1:

- show developing knowledge about the world, the United Kingdom and their locality
- understand basic subject-specific vocabulary relating to human and physical geography
- begin to use geographical skills, including first-hand observation

By the end of KS2:

- show an extending knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America
- know the location and characteristics of a range of the world's most significant human and physical features
- develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

7 Subject delivery monitoring

The school's geography lead has responsibility for the implementation of the geography curriculum, the quality of teaching, and levels of pupil progress and achievement. Monitoring the quality of delivery and outcomes can comprise:

- lesson visits
- oversight of planning
- scrutiny of pupils' work
- discussion with teachers
- discussion with pupils

These activities also ensure the geography lead is well-placed to identify any CPD needs.

8 Review

This statement will be amended and reviewed at least once every two years.

Caron Groom
September 2023