

# Stradbroke CE Primary School

## Geography Curriculum Statement



### **Aims and objectives**

The aim of geography teaching is to stimulate children's interest and understanding about the world and its people.

The aims of teaching geography in our school have been written with reference to the aims of the National Curriculum. Our aims are:

- To enable children to gain a contextual knowledge and understanding of globally significant places including defining their physical and human characteristics
- To enable children to understand the processes that lead to key physical and human geographical features of the world; how these are interdependent and how these bring about change over time;
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- To enable children to know and understand environmental problems at a local, regional and global level;
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means;
- To ensure children are competent in a range of geographical skills including collecting, analysing and communicating a range of data; interpreting a range of sources of geographical information; communicating geographical information in a variety of ways.

### **Geography Curriculum Planning**

We use the national curriculum as the basis for our geography planning, making adjustments to relate teaching and learning to our local context.

A yearly long term plan is devised making reference to previous geography to ensure that the breadth of curriculum is delivered in our mixed year group classes. Geography topics are planned so that they build upon prior learning, making changes where necessary to the planning to meet the needs of mixed year group classes and to ensure learning is relevant and engaging for the children. We complete this long term plan as a teaching staff with the Head of School overseeing the curriculum coverage and ensuring that requirements are met.

Teachers are responsible for completing medium term plans for geography giving careful thought to the geographical knowledge children will learn. They think carefully about the sequencing and progression of teaching, the key vocabulary within each topic and how the impact of learning will be measured in each topic. Teachers consult with the Head of School to ensure that they are planning and delivering a geography unit which ensures all children gain new geographical knowledge, make links to prior learning and develop their skills of working geographically.

### **Subject Content**

#### **Early Years Foundation Stage (EYFS)**

We teach geography to reception children as an integral part of the topic work covered during the year and we relate the geography side of the children's work to the objectives set out in the Early Learning Goals. Geography makes a significant contribution to the ELG objectives of developing a child's understanding of the world. For the most part, geography

teaching in the EYFS focus on gaining a wider experience of the world around them. They learn about things such as the seasons, the weather, features in the local area and buildings that surround them. They begin to record their findings perhaps through drawing, writing or modelling.

### **Key Stage 1 and 2**

We organise our curriculum into the five areas outlined in the national curriculum: Locational Knowledge, Place Knowledge, Physical Geography, Human Geography and Geographical Skills and Fieldwork.

We have plotted the progression of knowledge and understanding within geography for key stage 1, lower key stage 2 and upper key stage 2. Key concepts and ideas are revisited throughout the key stages to ensure that children develop a secure understanding.

### **Teaching & Learning Style**

Geography teaching focuses on enabling children to think as geographers. We place an emphasis on using a range of sources to develop children's skills of working geographically. Where appropriate, children are given the opportunity to visit sites of geographical significance. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. Wherever possible, we involve the children in 'real' geographical activities.

We recognise the fact that there are children of different abilities and we provide suitable learning opportunities for all children by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of varying difficulty, enabling all children to work to their full potential.
- Providing a range of challenges using different resources.
- Using teaching assistants to support the work of individual children or groups of children.

### **Cross Curricular Links and Wider Learning Opportunities**

Where relevant and appropriate, meaningful links are created between geography and other curriculum subjects. Encouraging children to make these links strengthens their learning by giving them a variety of contexts to apply it to.

Wider learning opportunities are used thoughtfully and to great effect in geography to help bring a subject to life or to make learning clearer for our children. These opportunities are referred to in our individual class entitlement documents which are completed each year to ensure all children receive a variety of learning experiences as part of a broad and balanced curriculum.

### **Personal, Social and Health Education (PSHE) and Citizenship**

It is impossible to study geography without developing children's PSHE. By learning about different countries and the people who live in them, our children are given opportunities to relate their learning to their own lives. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

### **Spiritual, Moral, Social and Cultural Development**

When teaching geography, we contribute to the children's spiritual development where possible. Our geography curriculum enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

## **Equal Opportunities**

We will ensure that all children are provided with the same learning opportunities whatever their social class, gender, culture, race, disability or special educational needs (SEN). As a result, we hope to enable all children to develop a positive attitude towards others. All pupils have equal access to geography lessons. Resources for SEN children and gifted & talented will be made available to support and challenge appropriately.

## **Assessment**

Teachers assess children's work in geography by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the aims of the national curriculum and learning objectives within the lesson. Teachers will use a range of tools to assess children including discussion and questioning, observations, quizzes and recaps and, where appropriate, summative assessments. This allows the teacher to make termly assessments of attainment and progress for each child.

## **Resources**

There are sufficient resources for all geography teaching units in the school. There is a good supply of books and we use a range of websites to support children's learning. Class trips are organised to support the geography curriculum.

## **Monitoring and Review**

The geography subject lead is responsible for monitoring the standard of the children's work and the quality of teaching in geography. The subject lead is also responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

This guidance is monitored by all teaching staff with the leadership team. It will be reviewed when changes are made to the curriculum.