



Long Itchington CofE Academy

Geography Curriculum Statement

Intent

The geography curriculum at Long Itchington CofE Academy will ensure all children gain knowledge rich understanding of aspects of human and physical geography, both in Britain and across the wider world. Pupils will work as geographers, studying maps, photographs, data and written reports based on geographical enquires to secure their geographical perspective.

The geography curriculum incorporates fundamental geographical knowledge and skills, allowing pupils to build on a firm foundation in future years. Many links are made throughout the learning, both with respect to knowledge and skills.

As a result of this pupils will use frequent retrieval of key facts, analysis of geographical sources and challenging critical thinking exercises to ensure knowledge is remembered long term for them to be successful in the next stage of their education.

Our Geography curriculum aims to ensure that all children can work as geographers. Within that role they will gain:

- A curiosity about the world
- An excellent knowledge of where places are and what they are like.
- An understanding of how human and physical environments are linked
- An ability to use fieldwork to gather information
- The ability to express well balanced arguments about contemporary issues in society and the environment.
- The ability to apply questioning skills.
- The ability to analyse findings, reach clear conclusions and develop a reasoned argument to explain what I have found.

Implementation

From years 1-6, geography is taught as a discrete subject for at least 1 hour a week. Teachers deliver geography according to the long-term plan (based on the National Curriculum expectations) where the topics are sequential and build on prior learning. Children are given opportunities to develop their knowledge in each unit.

- Teachers use The Primary Knowledge Curriculum and plan in investigations to enable regular opportunities for practical enquiries.
- Children have access to key language and meanings through their Knowledge Organisers and working walls in classrooms in order to understand and apply geographical language to their written and verbal learning. This language progresses in complexity through the years.
- Children will have opportunities to reflect on their previous learning and cross-curricular links will be made wherever possible
- Children will have opportunities to build on prior knowledge enabling them to become inquiry-based learners
- Where applicable, the outdoor environment is used to enhance the learning experiences of the children and allow them to apply their knowledge to different settings.

Geography at Long Itchington CofE Academy is taught through a knowledge rich approach. This means the knowledge children will gain has been carefully specified, ordered coherently and builds over time. As children work through our geography curriculum they will know more, understand more about the world around them. A good geographical understanding relies on firm foundations of knowledge and skills. The skills our curriculum develops, like the knowledge, are specified, ordered coherently and progress over time. This curriculum structure helps pupils to deepen their understanding of physical and human geographical processes, fostering curiosity and fascination for the world we live in.

As children work through the curriculum they will know more and understand more about their local area, the UK, Europe and the World. This rigorous approach, covering and going beyond the requirements of the National Curriculum, leaves nothing to chance, building geographical knowledge and understanding in a way that builds on children's prior knowledge, allowing them to make meaningful connections and gain an understanding of how our world is connected.

Over time, working through an essential process of elaboration, children will add to their conceptual understanding with many examples of geographical knowledge in context. Children will become more skilled at answering questions such as; what is it like to live in this place? What are the challenges of this environment? How have people changed this landscape over time? Children will gain an understanding of what geographers do, what they look for and what they may say about a place.

In Key Stage One the Spatial Sense units require children to undertake fieldwork and use observational skills to study the geography of their school and the surrounding environment. In Key stage 2 the spatial awareness unit is threaded through the other units so that children are taught skills such as such as locating places on a map, positioning items on a map, using symbols in a key, interpreting scale, reading climate graphs, identifying locations using co-ordinates, interpreting population data, identifying elevation on relief maps and more.

Key Knowledge is progressive through the units and outlined in a summary document so that teachers can clearly see how knowledge builds. The same approach is used for vocabulary. The identified sequence of learning within a unit is displayed as road map in the classroom and key knowledge and vocabulary are displayed alongside this using a working wall approach. Lessons begin with retrieval of previously learned knowledge through an anchor task, vocabulary work, modelling, guided practice and independent work. Children are then given the opportunity to reflect on a 'step for depth' to apply their new knowledge and expand on this by planning or taking on further enquiries.

Geography in Early Years is covered through the understanding the World area of learning.

Children with SEND have access to a broad and balanced curriculum and scaffolding is used to support children in their learning in line with the EEF recommendations. Where required pre teach is also used to expose children to content prior to it being taught this may include vocabulary teaching in order that those pupils can access the lesson.

Enrichment opportunities are offered in the form of visits, visitors and in school resources such as the pond area. They provide opportunities for children to broaden their experiences and deepen their learning. They spark interest and are a motivating factor for children.

Impact

Following a unit of work a multiple - choice quiz is undertaken so that children can demonstrate their ability to know more and remember more. For some units of work children produce an extended piece of writing in the form of an essay to demonstrate knowledge and understanding.

Monitoring is carried out with staff as a collaborative and developmental approach. A variety of methods are used to quality assure the quality of provision in geography and information is triangulated to provide a well-developed evaluation. These include:

- Learning walks/pop ins.
- Pupil voice
- Book look

- Pupil progress meetings
- Learning environment checks.

The school's assessment system Insight is used to track progress in key learning. In KS1 and EYFS, the emphasis is on observations during practical continuous provision, group work and oral work to assess children's geographical knowledge.