

East Worlington Primary School
Geography Curriculum Statement, Knowledge and Skills Progression

Subject Vision: *'The study of Geography is about more than memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.'* - Barack Obama

We aim to inspire a curiosity and fascination about the world and its people that will remain with our children for the rest of their lives, both in their immediate surroundings and wider afield. Our purpose is to instil a desire to investigate a variety of human and physical characteristics of different places, both local and afar, through purposeful research and careful questioning. To be well-rounded citizens, we believe children need to understand the differences between places and their cultures and be able to recognise how these change over time. Children will acquire the disciplinary geographical skills to help them understand, present, analyse and communicate a range of information either collaboratively or as an individual. We want children to recognize their distinct rural location and the diversity of their country and the wider world. Studying Geography will help them to make sense of the world around them and pique their curiosity in places and people – engaging them with the real world and spurring them into action.

Statement of Intent:

We seek to create a life-long love of the subject, through teaching our children about diverse places, people and resources. We want our children to 'do' Geography – that is learning to think like geographers - and see fieldwork as the vehicle for engaging and enabling them in locations – this will come through purposeful enquiry which stems from current issues and the children's interests. Through the study of natural and human environments, as well as physical and human processes, our desire is to provide our children with a sense of awe and wonder about the world they live in, through a broad and rich curriculum that utilises the locations of our schools, residential trips and places in the wider world. As they continue on their journey of Geography, we aim to foster a deep understanding of the subject that develops alongside their geographical skills. Our curriculum is designed to provide our children with the subject specific language they need to describe, question and discuss the world, as well as their place in it. Our pupils are encouraged to recognise that they have a voice and to use it confidently to debate topics that they feel passionate about. We aim to produce well- rounded individuals by providing our children with opportunities to expand their cultural capital and experiences of the world.

This means following a skills-progression curriculum model with knowledge underpinning the application of skills. The 2002 Education Act requires schools to provide a 'balanced and broadly based curriculum' which promotes the spiritual, moral, cultural, mental and physical development of children at our schools and prepares them for the opportunities, responsibilities and experiences of later life. We intend to deliver **the 2014 National Curriculum in a purposeful, engaging and creative** way by providing a **broad** curriculum that ensures that there are enough subjects on the timetable and a **balanced** curriculum that ensures that each subject is given sufficient space on the timetable to deliver its distinct contribution. The school curriculum is broader than the National Curriculum and our intention is to give children a richer and deeper experience that is not limited by the National Curriculum.

Statement of Implementation:

Study will be based on the NC programmes of study but will be enriched by class trips, residential and planned enquiries. Pupils' geographical education begins in the early years, starting with concepts, knowledge and skills that children can relate to because of their own experiences and knowledge of place. This builds year on year, developing pupils' expertise. The organisation of the curriculum builds knowledge so that pupils can draw on it in future learning. The content pupils learn will be separated into component parts and will take into account how pupils build their geographical knowledge over time. Geography will be taught as part of a wider topic based approach as well as having at least one geographically based topic per year. In addition to this the children will study one geography based mini project each year designed to ensure that the children have the knowledge and skills needed to think like geographers. In topics where Geography is not the driving subject, geographical skills and knowledge will be regularly revisited by interleaving within the focus area. Wherever possible, learning is made purposeful and brought to life by exploiting our local area through visits and fieldwork, maximising opportunities to use our own grounds and rural setting.

A world map will be used in every class to build connections with other curriculum subjects and the 'Picture News' assemblies explicitly link events around the world to the children's locational knowledge.

Statement of Impact:

Geographical expertise is built on substantive geographical knowledge. Drawing from the breadth of concepts gives pupils the knowledge they need to appreciate the whole domain of geography. They understand how common concepts draw different aspects of the subject together. Drawing from the breadth of concepts gives pupils the knowledge they need to appreciate the whole domain of geography. They understand how common concepts draw different aspects of the subject together.

The impact of this will be seen when talking to the children about their interest and attitude towards geographical learning and in their confidence to engage, discuss, reason, question and debate. This will demonstrate children's ability to apply generalisations to understand the world around them. Evidence of learning will be in their books, classroom displays and heard in discussions. Teachers will use formative assessment methods to identify children's understanding. The children will be given opportunities to present their learning in a variety of ways – such as presentations, role play, and assemblies. By Year 6 substantive knowledge will be in place in order for children to meet with the aims of the National Curriculum.

This Curriculum Statement and Skills Progression should be read in conjunction with the school's Curriculum Vision and Pedagogy and the Project Plans for each class.