

Geography curriculum statement

Intent

Through the teaching of geographical skills, knowledge and understanding, pupils better learn about the interaction of human beings with their environments at a variety of scales from local to global. At Marwood our geography curriculum will engage and motivate children to see the world through the eyes of young geographers. We will deliver a curriculum that:

- Inspires a curiosity and fascination about the world and its people
- Equips children with an understanding of diverse places, people, resources and environments around them
- Allows children to build on prior learning about physical and human processes and the formation and use of landscapes and environments
- Develops an understanding that the Earth's features are interconnected and change over time
- Encourages exploration of their own environment and challenges pupils to make connections between their local surroundings and that of contrasting settlements
- Use the local area and community as well as the wider world to develop geographical skills and knowledge
- Sequentially builds upon children's basic geographical knowledge.

Implementation

Based upon the National Curriculum and the individual needs of our children, geography is taught as part of our two-year cycle for each class and Foundation stage children learn geography through 'Understanding the World' within the EYFS curriculum. From years 1 to 6, we teach geography and history in equal measure throughout the cycle, ensuring that our children receive a well- rounded teaching of both subjects throughout the two years, and by using the whole school PlanBee scheme of work, the coverage of the geography curriculum is ensured. Each individual lesson follows the same format across the school and has content that is scaffolded so that learning is age-appropriate and high expectations are maintained. Children use geography books to record learning in a way that is memorable to them. A world map, globe and atlases are available in each class and teachers are encouraged to reference these, when appropriate, during all lessons to help to develop an awareness of the globe.

Across the school geography curriculum, the children link their learning by following 'golden threads' as well as developing their knowledge of 'key vocabulary' specific to this subject. The 'golden threads' they build upon during each unit of work are 'Location', 'Industry', 'Features (physical and human)', 'Mapping and Settlements' and 'Climate'. All of these five 'golden threads' and 'key vocabulary' are featured on the 'knowledge organiser' used by the children as a point of reference for each unit of work studied and are colour coded throughout the school for ease of identification. Teachers use questioning and provide opportunities for discussion and investigation to support the development of vocabulary, which is explicitly taught and modelled by them in every lesson. Key geographical knowledge (such as, the name and location of continents, countries, capital cities and oceans) is revisited frequently, to make learning memorable, relevant, and easy to retrieve by using 'quick quizzes' and by referring to previously used 'knowledge organisers' which each teacher has access to so that they have a good understanding of the previous knowledge of the children in their class. A geography display board (situated in the class 3/4 cloakroom) is used to enhance pupils' learning and to develop

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staff expertise. We support learning with visitors and trips to inspire our children and widen their cultural experiences. Teachers are also encouraged to use a range of resources such as videos, photographs, geographical equipment e.g. compasses, Ordnance survey maps, atlases and Google maps during lessons to help create immersive learning experiences. On our school field, children also have access to an orienteering site where they can develop their map reading and grid referencing skills.

Impact

The impact of our Geography curriculum is measured in a variety of ways: the class teacher can assess children by giving the children quick fire quizzes, questioning them during lesson time, marking children's written work, listening to child-led discussion and by recording events by means of photographs and videos. Each term, the subject leader will interview pupils from across the school about their learning, examine geography books from across the age groups and discuss the achievements of children in geography with their teachers. By the end of the geography curriculum at Marwood, our children will:

- Have a growing knowledge of the world and their place in it.
- Have a wider vocabulary of geographical terms.
- Aspire to discover more about the world, through reading, travel or the media.
- Know that they can use their voice to express themselves and their opinions.
- Develop their geographical skills, such as, evaluation, creativity, problem solving and enquiry.

EYFS

In the EYFS Geography is encompassed in 'Understanding of the world' and incorporates children's understanding of 'People and Communities' and 'Sense of place' whilst skills and curiosity in 'Technology' also benefit children's research and enquiry for geography. From an early age, the children at Marwood learn about different cultures, beliefs and routines. Children explore what makes them unique as an individual as well as discussing similarities and differences of their homes and families and their environments. Our environment is decorated with images, stories, and objects from different places, providing children with many opportunities to explore and engage in different ways of living. Utilising our indoor and outdoor environments children are encouraged to explore the different features of their natural world and investigate how things change throughout time as well as enquiring what homes natural objects can provide. We promote methods of caring for the wider world beginning with recycling, whilst also modelling respect for living things and encouraging children to think about how we can make the environment safe and pleasant for all living things.

Gill May