

Geography Curriculum

Curriculum Intent

What is the intent of the Geography curriculum?

- In line with the 2014 National Curriculum for Geography, our aim is to provide a high-quality geography education, which equips children with a global understanding of the world. Therefore being able to learn from other regions and understanding how humanity is connected to its surroundings.
- The subject co-ordinator has designed the curriculum to revisit and remember knowledge and to apply skills which have previously been taught. Children will also learn new skills to achieve the objectives set by the 2014 National Curriculum.
- The curriculum is designed to promote new skills and challenge the children to apply and build on those skills in order to progress and develop their understanding of geography including human and physical.
- As a school, we aim to nurture a progressive Geography curriculum, which develops learning and results in pupils - knowing more, remembering more and understanding how the knowledge and skills can be applied in their own geography work.
- Our staff aim to make the curriculum functional and relevant – engaging pupils with a variety studies, understanding the differences between the types of geography, studying regions, the movement of humanity, locations both regional and local.
- In particular, designing the curriculum to adapt and follow the needs of our children and their culture, places of belonging and family geographical heritage.

Curriculum Implementation

How does the curriculum overview allow all children to achieve?

- Our aim is to make our SEND and Disadvantaged children to feel valued and included, and to have high aspirations. Inclusion is embedded in our practice and teachers regularly review and reflect upon their own practice to ensure progress is made. Teaching is adapted and responds to the strengths and needs of all learners.
- The success criteria will be clearly linked to the National Curriculum via careful planning linking knowledge and skills by experienced teachers.
- Our geography curriculum is planned and taught by class teachers following a structured approach across the school.
- Lessons are delivered weekly within school (classrooms, hall, outside, through Forest school or the computer suite). We encourage children to embed their skills and knowledge of Geography in other areas of the curriculum.
- Teachers allow for cross-curricular teaching of Geography. This will emphasise the importance of the subject within the school and allow children to enhance their cultural capital in the challenging and diverse area of Medway. Links will be purposeful and relevant, thought-out and adapted over time to hone in on areas of importance and those that the children can relate to or would benefit from knowledge of.

- The curriculum has been designed to incorporate different countries, habitats, biomes and populations that back up and provide understanding to the children's personal identities and cultural heritage. Providing a strong backstop of human geography as well as physical, the curriculum teaches that geography has shaped lives as well as landscapes.
- Geography has been embedded more deeply into other subject areas using the school overview. Books have been chosen that show different habitats, physical features and problems caused by both humans and natural events. History is taught with a view to the geographical context of areas and times studied.

How is prior knowledge revisited?

- Teachers understand and are clear on what areas of the curriculum are being taught in different year groups by using a collaboratively compiled overview. This has been designed and overlooked to carefully overlap knowledge in stages, to revisit some areas of learning and apply it differently to various times in history.
- Teachers are aware of the skills expected of children throughout different year groups in the skills ladders.
- Teachers plan lessons carefully, ensuring that knowledge which has been taught previously is being revisited and embedded. Children are subsequently able to make links between year groups.
- Maps, globes and atlases are used and referred to in each year group; this allows children to have knowledge about the geography of the world and their place within it. As a result, locations can be referred to in terms of their place on a globe and relating to other areas learnt.

How is assessment used to identify and fill gaps?

- Assessment is used consistently and strategically to evaluate children's progress, knowledge and understanding. It is a valuable tool used by teachers to be able to identify individual strengths and areas for development to inform next steps in planning and teaching. Teacher, peer and self-assessment, oral and written feedback and formative and summative assessments inform next steps, interventions, amendments and provision to ensure children are supported and extended.
- Teachers will include a first introductory task for a new subject area that collate what children already know and recap the previous learning.
- Teachers use formative assessment throughout lessons. This ensures teachers are aware of gaps in knowledge and skills. As a result, teachers plan carefully to fill gaps and extend children who are progressing quickly.
- Summative assessment will be completed on a termly basis focusing on objectives covered within the previous term in a task designed to apply knowledge. Children will be made of aware of which areas they need to focus on.

How is cultural capital developed through the curriculum?

- Children are taught a varied and diverse curriculum planned around the current and historic geographical issues found in and around the locality, the United Kingdom and in areas that have meaning to the children. These are extended to cover areas that they will have no or little investment in, but that will grow their understanding of the world

and the people within it. The curriculum has been structured to provide a wider vision for those that might be blinkered by social status and cultural background. These have included:

1. Carefully planned excursions are built into the learning so that children can experience the geography first hand, see the impact and understand themselves the sense of who they are in context to the world.
2. A strong emphasis has been developed on the local area to foster a sense of pride in the children's surroundings, a community spirit and a sense of ownership to combat issues that can develop in later years.
3. Areas of study have been carefully chosen to link with the children's own background and interests. The school has a diverse mix of families with the Catholic faith in common, this has been included in our learning with population movement in past and recent times, and how wars and needs have shaped our local area and the places our families come from.

Curriculum Impact

What does impact look like?

- Children will demonstrate knowledge and understanding from their relevant starting points on both human and physical geography including cartography, environmental studies, movement and population, our changing planet and develop on understanding of their effect upon these.
- Children have a range of skills and knowledge that meets the requirements of the 2014 National Curriculum set out by the skills ladders adopted and individualised by the whole school and the whole school knowledge map.
- Our teaching of Geography within our school ensures that children are able to understand past and recent geographical events, explain themselves and the effect these events have had on them or others and develop their own ideas about how the world is changing around them. They realise that Geography can teach us how to care about our planet and protect it for future generations.
- Children will understand what geography means, both physical and human, understanding its relevance in their lives today.
- On departing for secondary school, children will have met a diverse range of locations, natural events, people of merit within geography, places and cultures that provide a stable knowledge base ready to further build upon.
- Children will have a sense of pride in their locality and understand the pressures and advantages of living in the area. They can compare their lives with that of others, understand how they relate to different cultures and their own position within the world.