

Curriculum Statement for Geography

“The Geography curriculum needs to engender the excitement, creativity and critical thinking about the world that will equip young people to make their own way in it.” The Geography Association.

Curriculum Intent

The intent of Pensby Primary School’s Geography curriculum prepares our children, through curiosity and fascination, to engage in the world around them, allowing them to develop an understanding of the world, its people and cultures, and a knowledge that will remain with them for the rest of their lives. It is our intent that children are engaged in an ambitious curriculum that develops a systematic understanding of diverse peoples and places so that they are able to gather a wealth of knowledge and understanding about the world, deepening their understanding of physical and human processes, as well as both natural and human environments.

Implementation

At Pensby Primary School, we ensure that the teaching of Geography is organised so that children are able to make sense of the world around them. The curriculum is carefully designed so that children’s geographical skills, understanding and knowledge of their local to regional, national and international environments, is secure through a carefully structured focus on place. Children are therefore able to understand how their environment is shaped, interrelated and changed and make sense of complex themes and issues, including the future of our planet. The long term plan is devised so that a series of Geography led projects are enriched by a wide range of activities in other areas of the curriculum, allowing children to develop a greater awareness of their global citizenship as a result of a stimulating and engaging curriculum.

REMOTE LEARNING

In line with our remote learning policy, the skills and knowledge in Geography is taught through Seesaw and will include a range of pre-recorded videos, model lessons, worksheets and activities.

Aims:

Our curriculum is ambitious and aims to ensure that all pupils:

- develop curiosity and fascination about the world and its people;
- acquire geographical knowledge about diverse places, people, resources and natural and human environments; widen the use and understanding of geographical vocabulary;
- explore in depth the Earth's key human and physical processes and the interaction between these processes;
- understand the formation and use of landscapes and environments;
- raise questions and search for answers about the natural and human aspects of the world;
- systematically grow key geographical skills through practical activities and fieldwork;
- confidently handle geographical data by collecting, analysing and communicating with others in a variety of ways;
- interpret a range of geographical sources including maps, atlases, diagrams, aerial photographs, globes and GIS.

Impact

The impact of the Geography curriculum at Pensby Primary School is that we allow children to develop the confidence, knowledge and skills to enable them to interpret the world around them and deepen their understanding of the Earth’s key physical and human processes. As the children progress through the

school, they develop a deeper knowledge, understanding and appreciation of their local area and its place within a widening context. In exploring diverse populations, and through meaningful cross curricular links, children will gain a sound geographical education, ensuring that they progress, enthralled by the world around them, enabling a smooth transition to secondary school.

EYFS

In EYFS, children engage with Geography through themes and activities which focus on the Statutory Framework statements for Understanding the World (People, Culture and Communities). This supports the teaching of the Early Years curriculum and the achievement of the Early Learning Goals. Children learn about people and places that are familiar to them for example home, school, ways of life, family, friends and the natural world. EYFS pupils are taught in a variety of ways through adult-led activities, supported tasks and child-initiated learning in provision areas. When planning, leading or supporting learning, staff will take into account The Characteristics of Effective Learning.

Key Stage 1

During this Key Stage, teaching and learning focuses upon the engagement, enthusiasm and enquiry within Geography by exploring the local area. Children learn about the countries and capitals of the UK before exploring the world's continents and oceans. A local area is contrasted with an international country, usually reflecting contemporary interest. The expansion of the children's geographical knowledge encourages a wider vocabulary and enquiry through the use of plans, maps and globes. Teaching and Learning is planned as a discrete subject where cross-curricular links are made when appropriate.

Key Stage 2

Building upon the increased knowledge, skills and vocabulary developed previously, children extend their understanding beyond the local area to the UK, Europe and beyond. The excitement of studying other areas and features such as volcanoes, earthquakes and mountain ranges engages the children in the wider world. Cultural difference and tolerance (Cultural Capital and British Values) is developed through positive engagement, exploring festivals and cultural customs and highlights. The teaching and learning of geographical skills and knowledge is planned through discrete lessons.

Cross Curricular Links

Geography at Pensby Primary School is recognised as a key focus for the development of British Values, global citizenship and cultural understanding. Geography skills and knowledge are a clear focus in teaching and learning and are tracked and assessed as such, ensuring the integrity of the subject. A wide range of enrichment opportunities exist, including field work to local venues of interest, speakers and other visits and visitors.

Integration

Integration at Pensby Primary School ensures that all children, regardless of their ability, gain access to a curriculum that is supportive of their needs. In conjunction with Stanley School, we encourage integration across both schools so that our school communities develop a greater sense of community, one that celebrates diversity and is built upon mutual respect and tolerance. With well-planned support, all children are able to gain access to a full and comprehensive curriculum that celebrates all children's interests and skills.

Enrichment Opportunities

The Geography curriculum is enriched in a variety of ways, including:

- themed curriculum and celebration days linked to other areas of the curriculum;

- visits to Pensby High School;
- geography texts linked to English study and reading areas.

Progression and Assessment

EYFS

Regular observations and assessments of learning are recorded using an on-line journal (Seesaw) and contribute to a summative assessment at the end of EYFS using the Early Years Outcomes.

KS1 and KS2

Formative assessments of pupils' learning are made and assessed through observations and classwork and shared as evidence on Seesaw. These assessments contribute to a summative judgement at the end of each term against the Geography statements found on Balance.

