Curriculum statement for Geography



Shine, Achieve, Flourish ~ The SAF Way!

Our principle aims, following the National Curriculum in England for geography are for pupils to:

• develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.

• understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

• be competent in the geographical skills needed to: - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs, and Geographical Information Systems - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Our children are encouraged to enjoy asking and answering questions about the world around them, as well as making full use of relevant resources to support their learning.

The **core of our geography curriculum** is the National Curriculum for England.

The Ofsted research review for geography (June 2021), explained that in a well-structured curriculum, the prior content that pupils have remembered allows them to understand the

conditions, processes and interactions that explain geographical features, distribution patterns and changes over time and space.

At Sir Alexander Fleming Nursery and Primary School the geography curriculum has been specifically sequenced in a logical progression to ensure that new knowledge and skills build on what has been taught before: Early Years to Year 6. This enables our pupils to know more and remember more. End points are clearly identified for each year group; time allocation has been carefully considered to provide children with opportunities to master key concepts. The sequence develops pupils' geographical knowledge overtime through a range of key concepts. The key concepts allow pupils to build upon prior learning and apply this knowledge to their current area of learning. Geography is taught every term in EYFS.

All children have access to a high-quality, ambitious geography curriculum that is both challenging and enjoyable and raises pupil's aspirations. We widen their horizons through a context rich curriculum, that gives purpose to their learning, through high expectations for every child to succeed.

In each year group, there is a **yearly curriculum map** which defines the key areas of geography which will be taught throughout the year. This ensures that enough time is given and that coverage is allocated to each key area. To ensure high standards of teaching and learning in geography, detailed unit plans support teachers to plan a sequence of progressive weekly lessons and over time, giving the children time to master new concepts.

Progression documents for geography are used to support the medium-term plan, to ensure that staff are delivering a consistent and challenging curriculum that builds on previously taught knowledge and skills.

At **Sir Alexander Fleming, we have five curriculum drivers** that are central to our school vision and ethos. They help to drive and shape the curriculum and are incorporated across all subjects and themes.



Inclusion – All pupils participate in physical education. Each learner is an individual and we use a child centred approach to adapting our teaching to meet their need.

We make the following adaptations to the curriculum to ensure all pupils needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc
- Differentiating our teaching, for example, giving longer processing times, preteaching of key vocabulary, reading instructions aloud, visual cues to accompany verbal instructions.

We use the NASEN 'Teacher Handbook: SEND' (2021) to further inform our inclusive practice by considering specific adaptations for each curriculum area.

Wellbeing - We place emphasis on a curriculum that develops the whole child. Through our core values we ensure that the wellbeing of all members of the community is at the centre of our life in school and the key to raising academic success. Our children gain a sound knowledge of their own value and purpose, with the ability to make choices and decisions. In geography this is enacted through the ability to share their work with others, reflecting and evaluating on our work and having the courage and resilience to edit and make improvements. In addition, themes chosen for geography encourage empathy and consideration of how it felt to live in different times.

Oracy – Our curriculum aims to develop learners who can think critically, reason together and have the vocabulary to express their knowledge and understanding. In geography oracy is developed through the opportunities to discuss, question and present through our units of learning.

Enrichment - A range of visits or visitors into school are planned across the curriculum. These are organised by teachers, to offer experiences that help to broaden the understanding of curriculum content, enrich the curriculum delivery with real-life experiences and most importantly help the children embed and retrieve their learning. In geography, enrichment includes using the local nature reserve, local walks to interesting features and longer expeditions to areas within Shropshire and the West Midlands. We also have planned opportunities for Geography providers to come into school to offer the pupils hands on experiences. Our curriculum is specifically designed around our locality and demographics.

Physical activity – Sport England Survey shows that active children are happier, more resilient and more trusting of others and it's also shown a positive association between being active and higher levels of mental wellbeing, individual development and community development. In Geography this is enacted through the ability to share their work with others, reflecting and evaluating on our work and having the courage and resilience to edit and make improvements. In addition, themes chosen for Geography encourage empathy and consideration of how it feels to live in different places compared to our pupils own experience.

Within the EYFS curriculum geography is developed through 'Understanding the World'. Within the Foundation Stage, pupils learn to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Pupils explain some similarities and differences between life in this country and life in other countries.

In Key Stage One, pupils develop knowledge about the world, the United Kingdom and their locality. They understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

In Key Stage Two, pupils extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features. They develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. We provide a variety of opportunities for geography learning

both inside and outside the classroom. Educational visits are another opportunity for the teachers to plan for additional geography learning outside the classroom. Through fieldwork, our pupils explore the local environment, to encounter geographical concepts first hand and connect their learning, in classrooms, with the complexity of the real world. Within the lesson, teachers check pupils understanding effectively, addressing any misconceptions and conversations surrounding their viewpoints take place. The curriculum is designed and delivered in a way that allows pupils to know more, find out information and remember more.

Assessment is woven throughout the curriculum and is used by staff to check pupil's understanding of key concepts. At the beginning of each lesson the class teacher will recap previous learning and then share a learning objective and success criteria with the children. This informs them what they are learning and the steps they need to take to be successful. The teacher will assess the pupils against the success criteria. The assessment will be based on the pupil's application of taught knowledge through class discussion, answering questions, practical activities and if appropriate written work. This supports in identifying gaps in knowledge and understanding enabling teachers to respond appropriately. We also recognise the value of assessment as an important learning tool which provides opportunities for pupils to strengthen their memories through concerted effort.

The impact of our geography curriculum is that:

Pupils have a secure geographical knowledge.

- Pupils confidently ask and answer questions about locations, including their physical and human characteristics.

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- Pupils apply previously taught learning of key concepts to current learning.
- Pupil voice demonstrates that they enjoy geography and recall their learning over time.
- Pupils are aware of the damages being caused to the environment, as a result of climate change, and have a sense of responsibility for the care of the Earth and its people.
- Pupils are prepared for their next stage of education.
- Planning and subject knowledge is supported by CPD for teachers