



Stretton CE Academy

Geography Curriculum Statement

Intent

Let your light shine' Our vision for our community is for everyone, children and adults, to flourish and shine brightly as the best and fullest version of their unique selves. We aim high and do not let circumstances limit us. 'I will shine. We will shine as, together, we grow in wisdom, learning from the teachings of Jesus, to serve our community.' Our geography curriculum has been designed to allow children to let their light shine as geographers.

The geography curriculum at Stretton will ensure all children gain knowledge rich understanding of aspects of human and physical geography, both in Britain and across the wider world. Pupils will work as geographers, studying maps, photographs, data and written reports based on geographical enquires in order to secure their geographical perspective.

The geography curriculum incorporates fundamental geographical knowledge and skills, allowing pupils to build on a firm foundation in future years. Many links are made throughout the learning, both with respect to knowledge and skills.

As a result of this pupils will use frequent retrieval of key facts, analysis of geographical sources and challenging critical thinking exercises to ensure knowledge is remembered long term in order for them to be successful in the next stage of their education.

The Stretton Geography curriculum aims to ensure that all children have the opportunities to work as geographers. Within that role they will gain:

- A curiosity about the world
- An excellent knowledge of where places are and what they are like.
- An understanding of how human and physical environments are linked
- An ability to use fieldwork to gather information
- The ability to express well balanced arguments about contemporary issues in society and the environment.
- The ability to apply questioning skills.
- The ability to analyse findings, reach clear conclusions and develop a reasoned argument to explain what I have found.

Implementation

Geography at Stretton is taught through a knowledge rich approach. This means the knowledge children will gain has been carefully specified, ordered coherently and builds over time. As children work through our geography curriculum they will know more, understand more about the world around them. A good geographical understanding relies on firm foundations of knowledge and skills. The skills our curriculum develops, like the knowledge, are specified, ordered coherently and

progress over time. This curriculum structure helps pupils to deepen their understanding of physical and human geographical processes, fostering curiosity and fascination for the world we live in.

Approaching primary geography with a knowledge rich focus means that the knowledge children will be taught has been identified, in each year group, in each unit and in each lesson. As children work through the curriculum they will know more and understand more about their local area, the UK, Europe and the World. This rigorous approach, covering and going beyond the requirements of the National Curriculum, leaves nothing to chance, building geographical knowledge and understanding in a way that builds on children's prior knowledge, allowing them to make meaningful connections and gain an understanding of how our world is connected.

Over time, working through an essential process of elaboration, children will add to their conceptual understanding with many examples of geographical knowledge in context. Children will become more skilled at answering questions such as; what is it like to live in this place? What are the challenges of this environment? How have people changed this landscape over time? Children will gain an understanding of what geographers do, what they look for and what they may say about a place. They will discover explorers such as Ibn Battuta, Roald Amundsen and Captain James Cook. They will look at the migration of both animals and people, studying the impact migration and colonialism had on places such as Australia and New Zealand.

In Key Stage One the Spatial Sense units require children to undertake fieldwork and use observational skills to study the geography of their school and the surrounding environment. In Key stage 2 the spatial awareness unit is threaded through the other units so that children are taught skills such as such as locating places on a map, positioning items on a map, using symbols in a key, interpreting scale, reading climate graphs, identifying locations using co-ordinates, interpreting population data, identifying elevation on relief maps and more.

Key Knowledge is progressive through the units and outlined in a summary document so that teachers can clearly see how knowledge builds. The same approach is used for vocabulary. The identified sequence of learning within a unit is displayed as road map in the classroom and key knowledge and vocabulary are displayed alongside this using a working wall approach. Teachers use flip chart planning to ensure that the structure of the geography lesson is the same as that of other subjects. Lessons begin with retrieval of previously learned knowledge, vocabulary work, modelling, guided practice and independent work.

Geography in Early Years is covered through the understanding the World area of learning- (see Early Years long term plan for coverage).

Children with SEND have access to a broad and balanced curriculum and scaffolding is used to support children in their learning in line with the EEF recommendations. Where required pre teach is also used to expose children to content prior to it being taught this may include vocabulary teaching in order that those pupils can access the lesson.

Enrichment opportunities are offered in the form of visits, visitors. They provide opportunities for children to broaden their experiences and deepen their learning. They spark interest and are a motivating factor for children.

Impact

Following a unit of work a multiple - choice quiz is undertaken so that children are able to demonstrate their ability to know more and remember more. For some units of work children produce an extended piece of writing in the form of an essay to demonstrate knowledge and understanding.

Monitoring is carried out with staff as a collaborative and developmental approach. A variety of methods are used to quality assure the quality of provision in geography and information is triangulated to provide a well developed evaluation.

- Learning walks/pop ins.
- Pupil voice
- Book look
- Pupil progress meetings.
- Learning environment checks.

The school's assessment system Insight is used to track progress in key learning.