



## Curriculum Statement: Geography

*'The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.'* Barack Obama

### The Courtwood Curriculum Intent and Offer

<p><b>National Curriculum:</b> Pupils learn the knowledge and skills required of them to be academically successful, building on their individual starting points.</p>	<p><b>Inclusion:</b> Pupils value diversity and demonstrate tolerance, compassion and mutual respect to all members of the school and wider community, whilst developing the life-skills needed to unlock their potential.</p>	<p><b>Nurture:</b> Pupils build their confidence, self-esteem and resilience, developing strategies which enable them to effectively safeguard their well-being.</p>	<p><b>Outdoor Learning:</b> Pupils understand and take responsibility for their influence in living healthy lifestyles, and supporting the planet to be sustainable, both now and in the future.</p>	<p><b>Responsibility:</b> Pupils have an awareness of their own impact on their future and how they can contribute positively to wider society.</p>	<p><b>Enrichment:</b> Pupils access experiences and opportunities which develop aspirations and broaden the horizons of life-long learning.</p>
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### Intent, Implementation and Impact in Design and Technology

<p><b>Intent</b> (What will take place before teaching in the classroom? What do we want our children to know and be able to do?)</p>	<p><b>Implementation</b> (What will this look like in the classroom?)</p>	<p><b>Impact</b> (How will this be measured?)</p>
<ul style="list-style-type: none"> <li>The Geography curriculum is organised using a tapestry curriculum model – being made up of many threads that weave together to reveal the big picture.</li> <li>The organising concepts of Geography are used to form the basis of our curriculum content: space, place, scale, interdependence, physical and human processes, environmental impact and sustainability and cultural awareness and diversity. These permeate throughout.</li> <li>The curriculum threads include the big ideas of geography – themes such as land use, climate, tectonics etc, as well as threads that build</li> </ul>	<ul style="list-style-type: none"> <li><b>National Curriculum Programme of Study</b> is used to deliver learning in line with the National Curriculum expectations for Geography. In EYFS, Geography will incorporate the skills, learning and development in the area of Understanding the World.</li> <li><b>Knowledge Organisers</b> set out the core knowledge that will be taught during the sequence of learning. They are used to support children's retrieval of key substantive knowledge and subject-specific vocabulary acquisition.</li> </ul>	<ul style="list-style-type: none"> <li>Increasing percentages of children will achieve mastery (at age-related expectation) of each Geography unit and become skilled and articulate young geographers and environmentalists.</li> <li>Children will be skilled at carrying out increasingly complex fieldwork studies as they progress through the school, understanding the disciplinary approaches they will need to use to be successful.</li> </ul>



<p>knowledge of processes, such as rivers, mountains and volcanoes.</p> <ul style="list-style-type: none"><li>• Other threads in our curriculum model include geographical skills such as map-reading and fieldwork, as well as disciplinary knowledge that increases children's understanding incrementally of how to be an effective geographer.</li><li>• These threads are encountered throughout each key stage. For example, 'rivers' is encountered in Y2, 3, 5 &amp; 6 – each time it is encountered the children add more to their understanding of rivers, building their existing schema and helping make new links and connections in their memory. The content about rivers is sequenced to build on what has already been learned before, and the children will often encounter the new learning in relation to a new place, allowing opportunity for them to apply their previous understanding of rivers in a different context.</li><li>• Our Geography curriculum is organised through studies of place. Children encounter at least two different places per year. Places are selected for the richness of their geographical content.</li><li>• Places for study are selected carefully, to ensure they take pupils beyond the limits of their personal experience (diversity, local area environment and backgrounds); represent each continent of the world; are culturally diverse; and will have the greatest power in helping pupils make sense of the natural and social worlds.</li></ul>	<ul style="list-style-type: none"><li>• Children learn content through <b>disciplinary based learning objectives</b> and each lesson provides an opportunity for them to think like a novice geographer, building their disciplinary understanding.</li><li>• Learning is planned to include <b>exploration of enquiry questions</b>. Teachers provide clear modelling and enough direct instruction first, to ensure that enquiry is purposeful and extends learning.</li><li>• <b>Key vocabulary</b> is explicitly taught to children as part of quality-first teaching. Vocabulary is clearly modelled on knowledge organisers and children collect additional vocabulary throughout a topic on their vocAPPulary sheets.</li><li>• <b>Retrieval opportunities</b> are planned for by teachers, to ensure children have opportunity to secure new knowledge. Children will <b>know more, remember more</b> and understand more about Geography. The threads of the curriculum are sequenced to allow for spaced retrieval and interleaving of key content.</li><li>• Children's learning will be presented in <b>Learning Journey folders in KS1 and in geography books in KS2</b>.</li><li>• Children are given opportunities for <b>hands-on fieldwork</b> wherever possible, using the school grounds and local area to practise procedural skills in the discipline, such as observing, measuring, data collection and mapping, building fluency and confidence.</li></ul>	<ul style="list-style-type: none"><li>• Work in children's books will demonstrate their cumulative substantive knowledge building over time, from their starting point.</li><li>• Pupil's will speak enthusiastically about their Geography learning and articulate what they are learning and why it is important. Children will enjoy and value Geography and know why it is important.</li><li>• Children will be able to use tier 3 geographical vocabulary accurately, in their spoken and written work, to demonstrate their understanding and ensure they can effectively communicate their ideas and thinking about geography.</li><li>• Children will be enthused to continue their Geography learning at secondary school, and some may pursue careers in the humanities subjects, in their future careers.</li><li>• The Geography curriculum will contribute to children's personal development by broadening their understanding and experiences of different places and cultures; fostering a fascination about the world around them; giving opportunities for responsible reflection about moral and ethical issues in geography as informed citizens; and by appreciating and valuing the things we share in common across cultural, religious, ethnic and socio-economic communities.</li></ul>
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- Children will build a deep understanding of a number of places across the world and be aware of how presentation of 'single stories' about a place, can impact our perspective.
- Children will begin to understand their role in shaping the future of our world.

## National Curriculum Objectives

### Reception – ELG:

Pupils should be taught to:

#### Culture & Diversity

- ❖ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- ❖ Know some similarities and differences between different religious and cultural communities in this country, drawing on their experienced and what has been read in class.
- ❖ Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.

#### The Natural World

- ❖ Know some similarities and differences between the natural world around them and contrasting environments, drawing on their class experiences and what has been read in class.
- ❖ Understand some important processes and changes in the natural world around them, including the seasons.

### KS1:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should 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.

Pupils should be taught to:

#### Locational knowledge

- ❖ name and locate the world's seven continents and five oceans
- ❖ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

#### Place knowledge



- ❖ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

## Human and physical geography

- ❖ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- ❖ use basic geographical vocabulary to refer to:
- ❖ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- ❖ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

## Geographical skills and fieldwork

- ❖ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- ❖ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- ❖ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- ❖ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

## **KS2:**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

## Locational knowledge

- ❖ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- ❖ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time



- ❖ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

## Place knowledge

- ❖ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

## Human and physical geography

- ❖ describe and understand key aspects of:
  - ❖ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - ❖ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

## Geographical skills and fieldwork

- ❖ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- ❖ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- ❖ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.