

Geography Curriculum Statement

Intent

At Callowell, our curriculum is designed to develop **independence** and **resilience** in our learners whilst improving their **oracy** skills. We provide our learners with a wide range of experiences and activities to broaden their **cultural development** beyond their own community and to promote **inclusion**.

In Geography, our aims are to ensure all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including 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.
- are 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 (GIS).
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Implementation

Geography is explored through specific learning themes that provide a range of cross-curricular learning opportunities. Emphasis is placed on investigative learning experiences to help children gain a secure knowledge base and depth in their learning. We ensure that learning is progressive and **inclusive** with a focus on teaching relevant high-quality vocabulary to improve subject specific **oracy**.

In the Early Years Foundation Stage (EYFS) children engage with Geography through the Early Learning Goal (ELG) 'Understanding the World'. Within this Early Learning Goal, children explore aspects of the natural world and people, **culture** and communities, through observations, discussions, stories, comparisons of similarities and differences and exploration of processes of change.

In Key Stage One (KS1) and Key Stage Two (KS2), Geography skills are split into four categories; locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork. In KS1 children are taught to master basic skills, while in KS2 children build on their previous learning to broaden and deepen their range of skills and become more **independent** and **resilient** learners.

At Callowell, we have a range of established links within our local community that we draw upon to enhance learning. To ensure children are provided with a broad **cultural development** we also provide them with opportunities to extend their learning beyond

our local community. Learning experiences include; trips, workshops, expert visitors, topic days and topic boxes.

We recognise the fact that we have children of differing abilities within all of our classes and so we aim to make all lessons **inclusive** by matching the challenge of the task to the ability of the child. In Geography, this is achieved through different forms of differentiation according to the type of task. For example; differentiation by content, process, outcome or support. Pupil Premium children are also supported and challenged through quality first teaching and targeted monitoring.

Impact

By the end of the EYFS children will demonstrate the expected level within the Early Learning Goal, 'Understanding the World: The Natural World' and 'Understanding the World: People, Culture and Communities'. As our school provision runs from pre-school (age 2 years) the Development Matters Guidance will be used to provide further targets broken into the categories, 'Birth to three', '3&4-year olds' and 'Children in Reception' to ensure suitable steps of progression within the EYFS.

By the end of KS1 children are expected to have developed knowledge about the world, the UK and their locality. They should understand subject-specific vocabulary relating to human and physical geography and have begun to use geographical skills, including first-hand observation, to enhance their locational awareness.

By the end of KS2 children should have extended their knowledge beyond the local area to include the UK, Europe, North and South America. This should include the location and characteristics of a range of the world's most significant human and physical features. Children should also develop their geographical knowledge, understanding and skills to enhance their locational and place knowledge.

By the end of each key stage children are expected to know, apply and understand the matters, skills and processes studied within the National Curriculum programmes of study.

Geography is monitored with the support of our pupil assessment system (Insight), which tracks the attainment and progress of children throughout their school journey and ensures coverage is being met. Other methods, such as books looks, lesson observations, pupil and parent interviews and staff feedback provide opportunities to assess the impact of Geography beyond the data.

Children at Callowell are encouraged to draw parallels between their own lives and those of others, while also exploring how the world has changed over time and the role they can play in maintaining its future.