



This statement, and our Geography intent and curriculum, has been developed by our subject leader for Geography in discussion with our teaching staff team and our Teaching, Learning and Standards Governors Committee.

This curriculum statement should be read alongside

- our school vision statement
- our Teaching, Learning and Assessment Policy and our Policy on Marking and Feedback to Children
- our published curriculum overview
- our 'curriculum pack' for Geography, which includes details of the agreed curriculum for Geography at Christ Church, including our skills and content progression documents

### **Intent of our Christ Church Geography Curriculum**

Our curriculum is designed with the aim of fostering a curiosity and a love of exploring the world (and the people who live in it). With this in mind, we hope it will widen horizons, through knowledge of the world and its people, for all children regardless of the starting point of their cultural capital. Many of our families have links in Europe and around the world, therefore geography is important to our community and we endeavour to utilise and acknowledge these links whenever and wherever we can. Our curriculum is carefully mapped out using the National Curriculum (2014). It seeks to cumulatively build learning about physical and human geography through the year groups so that children have the opportunity to briefly revisit and consolidate learning by linking previous learning to their new learning. Through their learning about physical and human geography, children practise, develop and cumulatively build their skills in using maps, creating maps and fieldwork. We believe fieldwork is an important practical element of geography; that it [geography] is best learnt through the soles of your feet (Scoffham and Owens, 2017). Fieldwork also provides interweaving opportunities where children can practise for example data handling, measurement, research skills, reasoning skills, weighing up evidence and creating an informed viewpoint. We recognise that through fieldwork there are opportunities for children to grow spiritually and gain an increased sense of identity. Through our aim to provide a wider geography curriculum we try to consider sustainability, particularly in terms of how human and physical geography combine, with the children learning about what they can do now and as adults to support the future of our planet.

Our geography curriculum is delivered over the first half of the academic year to enable children to be immersed in one area of study. It provides children with better opportunities to recall learning and make links between concepts, knowledge and skills. For SEN and disadvantaged children, this proves to be effective in providing an equitable experience as the learning is not spaced too far apart and therefore makes learning and remembering easier and more successful. In organising the geography curriculum like this, curriculum enrichment opportunities also become more relevant, meaningful and more purposeful; children are able to transfer knowledge from trips, visits and fieldwork quickly to their work in the classroom and vice versa.

### **Aims of Geography within the Primary National Curriculum**

The National Curriculum for Geography aims to ensure that all pupils

- 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 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 field work 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.

*(National Curriculum 2013)*

## **The Curriculum**

All pupils are taught the content and skills as set out in the Early Years Foundation Stage (EYFS) document (in particular the Knowledge and Understanding of the World area of learning) and then the programmes of study in the National Curriculum.

Our Geography 'curriculum pack' includes

- our content progression document, setting out why we have selected particular geography topics to teach in each year group and how these build on each other
- our skills progression document, detailing specific skills to be taught from Reception to Year 6 in the following areas:
  - fieldwork
  - map skills: using maps and map knowledge
  - map skills: making maps
- overview plans for each geography topic taught showing how the content and skills link together through a sequence of lessons

## **Additional information specific to Geography**

### **Resources, teaching and continuing professional development**

The school holds and purchases a range of geography equipment, including class sets of age-appropriate atlases, a subscription to online digi-maps, and a range of non-fiction books.

Geography across the school is planned and taught by class teachers.

The Geography Subject leader attends appropriate training and/or networks for the subject area. Training is then shared with other staff through staff meetings and team teaching. The school is also a member of the professional association for Geography.

### **Teaching Geography in the first half of the year**

As stated in the Geography intent above, our geography curriculum is delivered over the first half of the academic year to enable children to be immersed in one area of study. It provides children with better opportunities to recall learning and make links between concepts, knowledge and skills. For SEN and disadvantaged children, this proves to be effective in providing an equitable experience as the learning is not spaced too far apart and therefore makes learning and remembering easier and more successful. In organising the geography curriculum like this, curriculum enrichment opportunities also become more relevant, meaningful and more purposeful; children are able to transfer knowledge from trips, visits and fieldwork quickly to their work in the classroom and vice versa. Continuing professional development can also be focused in this part of the year and therefore has a greater impact, as do sharing opportunities, such as when children share their geography learning with the rest of the school in their class assemblies.

Some fieldwork opportunities which require a longer time period continue over the whole year, and key geographical skills, such as interpreting diagrams or data and using maps, are used in other subject areas throughout the year in order to ensure children recall and use these skills over the other half of the school year.

### **Enrichment: Wider Opportunities**

The school provides a range of wider opportunities to enrich the Geography curriculum provided in the classroom, for example:

- trips to supplement learning in the classroom (recent trips have included to the Natural History Museum and the Thames Explorer Trust)
- fieldwork opportunities around the school site, in the local area and further afield
- opportunities to use maps as part of classroom routine, e.g. when planning routes for trips and visits
- cross-curricular opportunities where geography learning is linked to learning in other areas of the curriculum

### **Review**

This statement will be reviewed by the school's Geography Subject Leader every three years to ensure that it is a reflection of current best practice.