

Quality

Respect

Love

Happiness

Equality



Madley Primary School

'Be the best you can be'



## Geography at Madley Primary School

### Curriculum Statement

Our Geography curriculum endeavours to inspire and encourage curiosity and fascination about the world around us and the people that we share our world with. We will ensure that our children are given the skills to explore the world around them. Through regular Forest School sessions, the children will take calculated risks and ignite a passion for looking after our world creating a lasting legacy by leaving our planet better than we found it.



## Intent:-

### What Geography looks like in our school:

- ❖ Children are inspired to be curious about the world around them.
- ❖ Through a variety of activities, children will learn about different countries from around the world and different cultures.
- ❖ Children work individually, in pairs and in groups. They will develop key geographical skills requiring them to focus on: map work, physical geography, human geography and fieldwork.
- ❖ Children will engage in a variety of themes and topics allowing opportunities to explore and investigate the world around them.
- ❖ A well planned 'Progression of Skills' through the Dimensions Curriculum Skills Ladder to enable the children to work on and develop new skills through each year.



### By the end of EYFS pupils will:

- ❖ Children will have had the opportunity to explore and make sense of their physical world and their community. Through observation, exploration and discovery the children will know about: people, places and the environment.

### By the end of Key Stage 1 pupils will:

- ❖ Begin to develop knowledge about the world, the United Kingdom and their locality.
- ❖ They will understand basic subject-specific vocabulary relating to both human and physical geography.
- ❖ They will begin to use geographical skills, including first-hand observation, to enhance their locational awareness.



### By the end of Key Stage 2 pupils will:

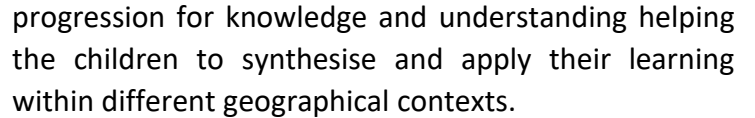
- ❖ Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.
- ❖ Learn about the location and characteristics of a range of the world's most significant human and physical features.
- ❖ Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.



### Impact:-

This is how it works:

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- A photograph showing two students, a girl with long brown hair and a boy with light brown hair, both wearing green hoodies, leaning over a blue table. They are looking at a large sheet of paper that appears to be a project or a worksheet with text and diagrams. The girl is pointing at the paper with her right index finger, and the boy is pointing with his right index finger. A yellow pencil lies on the paper between them. In the background, there are other papers and a red bag.



- ❖ Cross-curricular links to other subjects will enhance connections to the wider world and ‘real life’ situations.
- ❖ Lessons are taught adhering to the learning sequence provided by the Dimensions curriculum. Some aspects are taught within themes and some elements are taught through specific discrete Geography themes.

This is what adults do:-

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- A young boy with blonde hair and glasses, wearing a dark jacket, points at a wooden signpost. A young girl with brown hair and a red headband, wearing a red jacket, stands next to him. The signpost has two circular arrows (one pointing up, one pointing left) and several informational signs. One sign says "Please keep your dog under control. Thank you." Another says "Please clean up after your dog. R.A. Thank you." A larger sign says "YOUR DOG CAN SPOT OR HARM FISH AND ANIMALS. DO NOT FEED ELDER. ENDANGERED LIVESTOCK." The background is a chain-link fence and some greenery.

- ❖ Create a stimulating learning environment where children's geography work is shared, displayed and valued.
- ❖ Give children opportunities to engage in 'real life' experiences through visits, and discussing and learning about topical and relevant events.

] This is how we support:

- ❖ All children will meet the learning intention through differentiated work.
- ❖ Children will work in small groups and 1:1 where required.
- ❖ Teachers will regularly assess to identify any children who require additional support or resources to support their learning.
- ❖ Children supported to correctly use resources.



This is how we challenge:

- ❖ Children's lessons and activities will be differentiated.
- ❖ There will be additional activities to extend learning.
- ❖ There will be opportunities given to identify greater depth geographers.

This is how we ensure all children can access the curriculum:

- ❖ Children who have SEN or EAL needs are supported through extra opportunities to develop key vocabulary, this can be supported by LSA's or by the class teacher.
- ❖ A range of resources are used including visual and practical prompts.
- ❖ Lessons are taught through a range of different techniques to appeal to different learning styles and where possible children are able to access 'real life' experiences e.g. curriculum visits.



## Implementation:-

This is what you might typically see:

- ❖ Children who are engaged.
- ❖ Children posing questions for research.
- ❖ Children focusing on a range of geographical locations, recognising the differences between man-made and natural features within the landscape.
- ❖ Children developing their map work including understanding the purpose of the map key.
- ❖ Curriculum themed days related to 'real life' events to give children the opportunity to learn about different countries in a meaningful context. Children sharing their learning with others through contributing to a display.
- ❖ Children working as part of a 'Eco-team' to ensure links to 'real-life' issues that affect our school and local community.



This is how we know how well our pupils are doing:

- ❖ Lessons are planned based on geographical skills, which are specific for each year group.
- ❖ Marking and feedback by both teachers and peers.
- ❖ Photographic, video and written evidence.
- ❖ High quality work is displayed in classrooms. Termly book scrutiny, pupil voice and learning walks.

This is the impact of the teaching:

- ❖ Children who enjoy geography.
- ❖ Inquisitive learners.
- ❖ Reflective learners.
- ❖ Children who are able to demonstrate a variety of geographical skills.
- ❖ Children who are prepared and excited to share their learning in a variety of ways.
- ❖ Children who talk confidently about their learning.
- ❖ Children develop detailed knowledge and skills across the geography curriculum and as a result achieve well.
- ❖ Those with SEND achieve the best possible outcomes in Geography.
- ❖ Work across the geography curriculum is good quality.



### Cultural capital:-

Cultural capital can be defined as powerful knowledge. Knowledge that is one of the key ingredients a child will draw upon to be successful in society, their career and the world of work. Cultural capital gives a child power. It helps them achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital.

#### Powerful subject knowledge in Geography:

- ❖ The Geography National Curriculum.
- ❖ The knowledge of the location of globally significant places.
- ❖ The knowledge and understanding of key physical and human geographical features of the world.
- ❖ Communicate using geographical vocabulary about geographical information in a variety of ways.
  - ❖ To understand that countries and their people are often shaped by the places that they live.



#### Powerful personal knowledge in Geography:

- ❖ Visit and understand the local locality.
- ❖ Use a range of maps to explore places.
- ❖ To want to explore further afield.
- ❖ To be part of our global community.
- ❖ To feel connected to places and people.

