

# Geography Curriculum Statement



## **Curriculum Statement - Geography**

### **Intent**

At West Road we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at West Road enables children to develop knowledge that is transferable to other curriculum areas and which is used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of: Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical Skills and Fieldwork. We seek to inspire in children a curiosity and fascination about the world and its people, which will remain with them for the rest of their lives; to promote the children's interests and understanding of diverse places, people, resources and natural and human environments. The curriculum is designed to develop knowledge that is progressive and transferable.

### **Implementation**

Geography at West Road is taught within separate components throughout the year, with the aim that children can achieve depth in their learning. We follow the framework set out by the 'Primary Knowledge Curriculum'. The framework has been developed with consultation from neuroscientists as well as subject specialists. The materials are updated annually, based on feedback from schools. Children have a knowledge organiser which maps out the key content of a component. At the beginning of each component, children complete a task where they consider what knowledge they already have. This informs the teacher of the pupils' starting points and helps to provide a measurable assessment at the end of a component. Consideration is given to how children of all abilities can demonstrate learning within each lesson in line with the school's commitment to inclusion. Post assessments at the end of a component take the form of a quiz or a more extended piece of written reflection of the learning.

Cross curricular outcomes in geography are specifically planned for. There are strong links between geography and literacy through selecting texts in reading lessons which may have a geographical focus. In addition to this, children produce written work which demands geographical knowledge or research during the assessment task. Links with maths and science are made through analysing geographical data and producing graphs and charts to present information. The local area is used to achieve the desired outcomes, with learning opportunities outside the classroom, embedded in practice.

### **Impact**

Outcomes in geography books, should evidence a broad and balanced geography curriculum and demonstrate children's acquisition of key knowledge. As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context. Geographical understanding, as well as children's spiritual, moral, social and cultural development is further developed through discussion about current affairs around the world during circle time and through a 'What's in the News?' display. Work is shared and celebrated in classrooms and around school. A curiosity is developed which relates to the children's own lives and the issues they see and hear about. This helps children to make sense of the world around them.

