

Geography Curriculum



Curriculum Vision and Rationale

The Key Threshold Concepts for Geography are:

Investigate Places

- This concept involves understanding the geographical location and diversity of places and their physical and human features.

Investigate Patterns

- This concept involves understanding the relationships between the physical processes of places and the human processes within them.

Communicate Geographically

- This concept involves understanding geographical representations, vocabulary and techniques.

The Key Threshold Concepts aim to develop children's understanding of Geography and how the human and physical aspects impact the world they live in. Teachers build on the children's prior knowledge at the start of each topic to ensure lessons are pitched accurately for the children's age and stage to ensure knowledge is built progressively.

Intent

Through the study of geography, our pupils should be inspired to be curious and fascinated about the world and its people around them. Their knowledge, understanding and experience of the world and its people should be developed as they learn about the wider world and how it compares to the local area in order to develop respect and understanding of how other people may live and communicate respectfully. They should be equipped with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The study of human processes should develop the children's understanding of the workforce and develop their aspirations. This geographical knowledge, understanding and skills will provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

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Implementation

Geography is taught using the threshold concepts, which build progressively to deepen knowledge, understanding and build schemas, this allows for pupils to develop their retrieval skills. These lessons are personalised and relevant to the needs of the learners with teachers scaffolding the learning and build on prior knowledge. Teachers are able to seek advice and guidance from Subject Leaders. Geography should be taught within the school's foundation weeks (2 weeks in an academic year). Geography should be mapped in accordance with the National Curriculum requirements, to ensure sufficient breadth of study.

Impact

The impact for the learners in Geography will be that pupil voice will evidence confident learners who are able to discuss what they have learnt in geography, making connections and using subject specific vocabulary. As the curriculum is taught over a full week, the concepts in each topic are visited more regularly in a shorter space of time to aid knowledge being embedded in the long-term memory of our learners. As each concept is taught within a breadth of different contexts, and the vocabulary that is used is consistent across the school, it gains meaning and contributes to the development of schemas of knowledge.

Pupil voice should demonstrate that pupils are enthusiastic, curious and fascinated about geography and understand how it helps them make sense of the world around them. Pupils' work demonstrates that geography is taught at an age appropriate standard across each year group, with opportunities planned in for pupils showing a swift understanding or working at greater depth. Work is of high quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence and with an understanding of the interdisciplinary links.

EYFS

EYFS look at understanding the world through:

- Observations
- Discussions
- Stories
- Non-fiction texts
- Maps

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- Drawings

Long Term Curriculum Overview

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| EYFS | EYFS looks at different types of settlements, habitats and the local area and community. They compare the local area to a contrasting environment. They also look at how to recycle and be environmentally friendly. | |
| Year 1 | Our School and local study | UK Countries and Weather |
| Year 2 | Maps and the world | Kenya and the Maasai |
| Year 3 | Rainforests | Land Use and UK maps |
| Year 4 | Maps and European Study | Water and Rivers |
| Year 5 | Maps and Sustained Development | Natural disasters |
| Year 6 | Our changing world Trading and Economics | The Amazing Americas |