



## Curriculum Statement for Geography

### **Rationale**

The study of Geography is to enable pupils to understand the interaction of human beings with their environments— at personal, local, regional, national and global scales.

Incorporating the programmes of study from the National Curriculum, our Geography curriculum aims to:

- foster in children a curiosity and appreciation of the world around them.
- enable children to know about physical and human geography of our locality, of the UK and areas of the wider world.
- develop an understanding of the impact of physical and human geography on the lives of individuals and communities.
- develop an understanding of the legacy of our industrial heritage
- develop an understanding of our cultural heritage, for example, the Yorkshire Dales National Park
- promote knowledge and understanding of the rich cultural diversity of our world.
- develop place knowledge (countries, continents, rivers, seas, oceans, etc) and specific skills related to map reading.
- teach subject-specific vocabulary which will pupils will use accurately in oral and written work
- develop an understanding of issues through global learning, for example, climate change and fair trade.
- develop the skills of Geographical enquiry: observe, compare and contrast, locate, reason, explain, evaluate, hypothesise, predict.

### **Curriculum Intent**

At Cononley Primary School, we use the Connected Geography Scheme of Work to deliver the National Curriculum for Geography throughout Key Stage 1 and 2. The scheme of work is well-sequenced, with a clear progression in knowledge, skills, concepts and vocabulary and links to other curriculum subjects. The scheme of work provides resources to support teaching and learning in Geography.

In EYFS, pupils are taught the knowledge and skills for 'People and Communities' and 'The World' using a thematic approach outlined in our EYFS Curriculum for Understanding the World (see EYFS Curriculum). The themes are linked to the Scheme of Work for Key Stage 1 to ensure progression as pupils move from EYFS to Key Stage 1.

In Key Stages 1 and 2, a rolling programme is in place to ensure that the Geography topics are taught to all pupils during each Key Stage, taking account of the mixed-age structure of our classes.

### **Enrichment**

The Geography Curriculum is enriched in a variety of ways including:

- visits to the locality and wider area
- residential visits to the Yorkshire Dales
- workshops from visiting specialists
- themed curriculum days



- Displays and exhibitions for parents/carers

## **Curriculum Implementation**

### **EYFS**

The EYFS Curriculum for Understanding the World is taught in variety of ways through adult-led and adult-supported tasks and child-initiated learning in well-resourced provision areas, both indoors and outdoors.

### **Key Stage 1 and Key Stage 2**

In Key Stage 1 and 2, one Geography topic each year is taught for a full term followed by a shorter Geography topic which is taught for half a term. For the remaining term and a half of the school year, History topics are taught in the same way. This enables pupils to focus on aspects of particular topics for a greater period of time, allowing for greater depth of study, rather than teaching both History and Geography topics simultaneously.

In Key Stage 1, Geography topics are taught in a block of lessons.

In Key Stage 2, Geography topics are taught in weekly lessons.

### **Cross Curricular Links**

Cross curricular links have been mapped to promote creativity through subjects such as Music, English, Science, Art and Design and other subjects.

## **Progression and Assessment in Geography**

### **EYFS**

Regular observations and assessments of learning are recorded using an on-line journal (Tapestry) and contribute to a summative assessment at the end of EYFS using the Early Years Outcomes for Understanding the World: 'People and Communities' and 'The World'.

### **KS1**

Regular, ongoing observational assessments are made and recorded in the Geography Big Book, using a class progression tracker. The information contributes to an end of year summative assessment.

### **KS2**

End of unit quiz-style assessments of knowledge are made alongside observational assessments and assessments of independent work. Assessments of skills and concepts are recorded on a class tracker. The information contributes to an end of year summative assessment.

### **Impact**

The impact of the curriculum will be reviewed (during the year and at the end of the year), through observations and assessments of pupils' learning and through pupil discussions about their learning, which includes discussion of their thoughts, ideas, processing and evaluations of work.