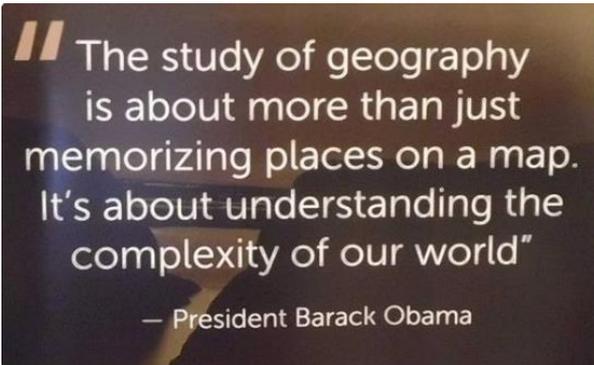


RYHALL CE ACADEMY



Geography Curriculum Statement



INTENT

Our Geography curriculum is designed 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 interest and understanding of diverse places, people, resources and natural and human environments.

Following the National Curriculum for Geography and through well-sequenced planning, learners will investigate a range of places, both in Britain and the wider world to help develop both **locational and place knowledge** and understanding of the Earth's **human and physical** processes. We provide opportunities to investigate and enquire about our local area, this will support children to develop an understanding of who they are, their heritage and what makes our local area so unique and special.

Geography Skills & Fieldwork: We aim to give our learners strong geographical knowledge, good enquiry skills, the ability to use a range of maps, the skills to collect and analyse data and the ability to communicate information in a variety of ways. We want the children to have a love of geographical learning, gaining knowledge and skills through high quality teaching both inside and outside the classroom. As the future generation responsible for our planet, we want our children to have a sense of respect for the world; linking with our mission statement;

'Inspiring and preparing every child to live 'life in all its fullness' (John 10:10) so that they may look back with pride and move forward with confidence.'

IMPLEMENTATION

At Ryhall, we implement a progressive Geography curriculum that builds on prior knowledge and skills year on year. The Geography curriculum will be taught in response to driving questions which are aimed to be challenging, inspiring, creative, nurturing and encourage active learning. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. The lessons are carefully planned to ensure that all children are well supported in their learning and that opportunities for depth is planned for.

The local area utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice. We ensure that trips (at least one in each areas of KS1/LKS2 and UKS2) and visiting experts (including virtual visits) enhance the learning experiences for the children.

Teachers use schemes that have been centrally developed within the Trust to plan their Geography lessons. As part of this planning process, teachers need to plan the following:

- A knowledge organiser which outlines knowledge (including vocabulary) all children must master and apply in lessons;

- A cycle of lessons for each subject, which carefully plans for progression and depth concentrating on the geographical skills suited to the age group;
- A low stakes quiz which is tested regularly to support learners' ability to block learning and increase space in the working memory;
- Challenge questions for pupils to apply their learning in a philosophical/open manner;
- Experiences that may enhance the learning experience;

EYFS

Children in EYFS develop an understanding of Geographical knowledge and build a range of skills in learning about;

- Their immediate locality in terms of their own homes and our school and grounds
- Familiar features such as houses, farms and shops – and build on their everyday experiences
- Encountering distant places through topics and stories
- The seasons and weather, becoming familiar with types of weather and how this affects us
- Caring for the environment and what they can do to help our planet

These create a foundation from which knowledge and skills are built upon as the learning develops throughout the school.

Key Stage 1

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

Key Stage 2

During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom as well as globally, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized, including history, science and computing.

As part of the school's focus work in carrying out our Green Flag Eco Schools status action plan, we ensure that links are made with environmental issues where possible – these include impact on rivers and water cycle through rising temperatures (links to global warming), impact of deforestation in the Amazon, mountains and littering, effects of climate change.

IMPACT

Children's knowledge in Geography is assessed at the start of each unit and again at the end. Pre-assessments are used to inform the planning. The impact of our ambitious Geography curriculum is that our learners are equipped with the geographical skills and knowledge that will enable them to be ready for the next stage of their education, including the secondary curriculum and for life as an adult in the wider world. The children will be able to discuss their learning and demonstrate their knowledge and understanding through a range of activities. Outcomes in Geography and Literacy books (where cross-curricular links are appropriately made), evidence a broad and balanced Geography curriculum and demonstrate children's acquisition of identified key knowledge through a range of emerging enquiry skills. As children progress throughout the school, they develop a deep knowledge, understanding an 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 supported by the school's links with an English School in Italy.

The children's learning is assessed against the age-related expectation bands that are based on the 2014 National Curriculum statements for Geography.

Our Golden Threads

Subject Name: Geography		Subject lead: Mrs Paula Carlton		Date 2021-2022			
How do the following 'Golden Threads' work within this subject?							
CHRISTIAN VALUES		LANGUAGE RICH		KNOWLEDGE RICH			
ACTIVE AND ENRICHED							
							
This subject supports our Christian Values by...		This subject supports children's language use and acquisition by...		This subject provides children with rich knowledge by...		This subject allows for active and engaged learners by...	
Developing Respect , by teaching pupils about how to respect the world around them to keep it safe and protected for years to come.		By highlighting key language to become geographers to feel as though they are more involved in the subject.		By looking at a range of environments pupils can make observations and comparisons in their lives and those of others around the world.		To experience field work and apply the skills learnt in different contexts.	
Developing Hope for the future, for a better world, through small changes.		Allowing pupils to explore the geographical language, explore in context and opportunities to use and hear the language in lessons.		Using knowledge organises to link learning and give context.		Making use of our virtual world to develop experiential learning experiences.	
Having Compassion for other cultures through learning about human features and their impact on life compared to our own.		Providing pupils with confidence to use geographical vocabulary accurately by high quality modelling.		Regular use of maps to understand the wider world including use in other subjects where appropriate.		Providing a progressive set of skills to read maps and use the relevant equipment during activities and field work.	