Much Birch Church of England Primary School – Geography Curriculum Context

We will flourish and reach our God-given potential.

Much Birch Vision Statement

We will flourish and reach our God-given potential.

I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit. John 15:5

All members of our whole school community are able to realise their God-given potential, enabling them to become equal, caring and active citizens whilst upholding true Christian values. We treat others, as we would like to be treated, with dignity and respect. Everyone is encouraged to flourish with hope and high aspirations.

Our vision underpins all that we do in school. This vision, supported by our Christian values, allows us to serve our community within the context of Christian belief and practice.

Curriculum Statement

At Much Birch, we believe Geography is an investigative subject, which plays a crucial role in developing the children's awareness of the world and the possibility of their role in it.

At Much Birch, we aim to inspire the children's fascination with the world through our thoughtfully designed curriculum and carefully planned geography themes. Our curriculum is based on the National Curriculum 2014, but our school key drivers underpin our planning and create a curriculum fit for our learners.

Through the implementation of our geography curriculum we aim to heighten the children's curiosity and inquisitiveness about the peoples and places of our world.

As the children progress through the school they will develop an increasing awareness and knowledge of the diversity of the world and the geographical skills they learn will help them to become confident citizens of the communities they encounter and live in.

Curriculum Intent

Cultural Capital

Cultural capital is the accumulation of knowledge, behaviours and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence. For children to be successful in their future life they need to be given opportunity to develop those necessary skills. This will help children set and achieve goals and achieve success in their future ambitions. It will give them the desire and aspiration to aim high and work towards a positive outcome. Our key drivers facilitate the development of those skills and behaviours.

School Values

Our school vision and aims underpin all that we do and form the basis of our curriculum. Through our Geography curriculum at Much Birch we develop our school values through:

Friendship

Providing a curriculum setting and culture where all are included and work collaboratively together, understanding that together we can achieve more.

Hope

Providing a challenging curriculum that raises aspirations in which every child can succeed and reach for greater understanding and grow and achieve beyond what we thought was possible.

Humility

Providing a curriculum that promotes respect and thankfulness for our immediate locality and the wider world and that we are all important members of the communities we belong to.

Perseverance

Providing a challenging curriculum that raises aspirations; in which every child can succeed and reach for greater understanding; and grow and achieve beyond what we thought was possible.

Geography comes under the heading of Understanding the World in the EYFS and is a national curriculum subject for KS1 and KS2. It offers children opportunity to explore and ask questions about the world in which they live. It also gives them valuable skills for later life.

Through a well-planned progression of topics and skills, children are given the opportunity to acquire new knowledge and develop an interest and fascination with the world around them –including local, regional, country and worldwide areas of study.

Through a variety of teaching methods and activities, children work individually and collaboratively to learn new geographical skills.
Through theme days', children will work with children from around the school, giving greater opportunity to develop inclusive, collaborative attitudes to the world and the people in it.

Implementation

Each year group has its own geographical topics, skills and vocabulary to focus on. During the topics some recap, of previous learning, will take place to reinforce and extend knowledge and skills. The children will progress through the school assimilating the new knowledge and skills as they move through the key stages. Most teaching will take place through half termly topics. However, some teaching will be covered during discrete, focused lessons or theme days.
All children will have opportunity to go on fieldwork to develop their geographical skills and awareness. These will begin in the school environment and progress, as appropriate, to wider local and regional localities. Links with other curriculum area will be encouraged.

Teachers will:

- plan exciting lessons which build on previous skills and knowledge.
- create a learning environment which supports learning e.g. role play areas, interactive displays, displays of vocabulary, topic boxes.
- link geographical topics to other areas of the curriculum.
- Use a variety of materials and approaches in order to ensure maximum opportunity for skills to be developed.
- Review topics on a regular basis to ensure that appropriate coverage is made and maximum opportunity given for geographical skills and vocabulary to be developed.

Children will:

- work on their own, in pairs and small groups to increase their knowledge and develop their skills.
- Be supported individually/in groups as needed
- be given opportunities to develop their awareness of their role in caring for the world they experience and learn about.

<u>EYFS</u>

Children study geography through the Understanding the World strand of the curriculum through a range of fun, play based activities and experiences.
Understanding of the world develops as children take notice of everything around them and continues as they find out about their home and school environment. Children will develop their ability to make and talk about the observations they make.

<u>KS1</u>

Pupils develop their knowledge about the world, the United Kingdom and their locality. They will develop their observational skills to make first-hand observations and thus enhance their locational awareness. They will develop their locational and place knowledge and begin to recognise both physical and human features of their environment. As well as fieldwork in the local environment they will develop their geographical skills by looking at and using maps, atlases, globes, photographs and plans.

KS2

Pupils will extend their knowledge beyond their local area and to include the United Kingdom, Europe and North and South America.
They will identify features and characteristics of those places and extend their use of geographical vocabulary when discussing both physical and human features. They will continue to develop their locational and place knowledge and extend their ability to describe and understand key aspects of human and physical geography. They will use an increasing amount of geographical skills when making observations and fieldwork will go beyond their local environment.

SEND : Children with Special Educational Needs and Disabilities.
All children have access to, and take part in geography lessons. Teachers will be aware of the differing needs within their class and plan accordingly. Teachers will display relevant vocabulary to support learning. They will make knowledge organisers available to act as prompts or scaffolds. Teachers are aware of the need to differentiate when questioning. When appropriate teaching assistants will support learning, including pre-teaching/revision of knowledge and learning.

Impact

How implementation will be measured.

- Discussion with children and staff.
- Book looks.
- Observation.
- Assessment

You will see:

- Carefully planned, engaging lessons.
- Children talking positively about their geographical learning, relating it to real life experiences.
- An increasing knowledge and awareness of their locality and the world beyond.
- An increasing ability to confidently use geographical vocabulary.
- Children beginning to ask their own questions.
- Strong links with other curriculum areas –including maths, history, Forest School and English

How we will know how the pupils are doing:

- Lesson feedback.
- Feedback from support staff.
- Parental comment.
- Teacher assessment.
- Photographic evidence.
- Classroom displays.

This will lead to:

- Children who enjoy geography
- Children who are eager to extend their geographical knowledge.
- Children who demonstrate an increasing range of geographical knowledge and skills.
- Children who confidently use geographical vocabulary to describe their knowledge and understanding.
- Children who recognise their importance and contribution in the sustainability of their locality and the world.