

Curriculum Statement Document

Geography

Vision Statement

At New Scotland Hill Primary School and Nursery we aim to help develop children's curiosity in both their immediate surroundings and in places and environments in the wider world. We believe that Geography stimulates and inspires curiosity and fascination about the world, and their place within it. Our purpose is to instil a keen interest and desire to investigate a variety of human and physical characteristics of different places, both local and afar, through purposeful research and careful questioning.

In order to be well rounded citizens, we believe children need to understand the differences between places and their cultures and be able to recognise how these change over time.

Through our carefully planned geography curriculum, we aim for all our pupils to gain a secure understanding of the key concepts of 'space, place and scale'. We provide children with many opportunities to use a variety of geographical skills to help them understand, present, analyse and communicate a range of information either collaboratively or as an individual. These skills are put into practice both inside and outside the classroom through our outdoor learning curriculum, where we regularly plan opportunities for activities that help children develop an understanding and appreciation for their local area.

By the time our pupils leave the school, we hope that they will have a solid basis of geographical knowledge relating to their local area of Sandhurst, the UK and the wider world. They should be able to use accurate subject specific vocabulary to describe and compare different features, including human and physical characteristics of geography.

National Curriculum Aims

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

INTENT

IMPLEMENTATION

At New Scotland Hill Primary School and Nursery, we provide a high-quality Geography curriculum that has been carefully designed and sequenced to equip our children with a secure, coherent geographical knowledge of their locality, Britain and the wider world. The golden threads of Space, Place and Location are revisited regularly within the two-year topic cycles in KS1, lower KS2 and upper KS2:

Space: the location of points, features or regions in absolute and/or relative terms and the relationships, flows and patterns that connect and/or define them.

Place: a construct that is defined in terms of what it is like, what happens there and how and why is it changing.

Scale: the 'zoom lens' that enables us to view places from global to local levels.

Retrieval practice is at the heart of this, ensuring the prior learning is built on and meaningful connections are made. This starts in EYFS with children learning about their personal geography and developing an understanding of the school grounds and important locations beyond the school gates (such as Ambarrow Court, Wildmoor Heath and during Key Stage 2, visits to the old school site, the local church and the village).

In Key Stage 1, children explore their local communities and develop an understanding of the physical and human features of hot and cold countries, making comparisons and drawing conclusions. They also develop their map skills and geographical vocabulary by exploring a place outside of Europe. This knowledge is then built on in KS2 where a topic-based approach closely links History, Geography and English to explore key Curriculum Vision Statements. We follow an enquiry based question approach.

Consideration is given to how challenge can be incorporated to provide learning at a greater depth. as well as how learners will be supported in line with the school's commitment to inclusion .

Studies show that if children encounter new knowledge within a narrative, they are more likely to retain that knowledge. Therefore when possible, Geography units of work will be delivered through high-quality texts or taught alongside thematically linked texts during English lessons.

IMPACT

The impact of our geography curriculum is that our learners are equipped with the geographical skills and knowledge that will enable them to be ready for 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. Progression will also be evident through the mind maps that pupils complete at the beginning and end of each topic, where they can show what they have learnt. The children's learning is assessed against the age-related expectations that are based on the 2014 National Curriculum statements for Geography.