

# Abbey Academies Trust



Every Child Matters

## Geography Curriculum Statement

Amended

June 2019	September 2022	
November 2019		
May 2021		

*Every Child Matters within a loving and caring Christian environment*

Striving for Excellence, Caring for All

As a RRS (Rights Respecting School – UNICEF) this upholds the following articles from the UNCRC (United Nations Convention on the Rights of the Child):

Article 29: Every child has the right to be the best they can.

## **Why we believe Geography is important**

Geography in the primary curriculum is important to promote curiosity. Geography's fundamental role lies in helping children to understand the world. Geography equips our children with knowledge about diversity: places, people, resources and natural and human environments. Many current issues have links to Geography and they provide the subject with a real purpose and context. As pupils learn about the world, it should help them to deepen their understanding of the interaction between physical and human processes. It should enable our children to be confident to understand and ask questions about how to protect and improve the world. As a result, the experiences within Primary School could form the foundations of a spark of interest, a career, or a love of Geography which should be there for life.

**After our return to school in March 2021, the Geography curriculum has been refined to best support the development of our children's skills and knowledge, providing them with solid foundations and enabling them to 'fly high' as they continue their journey through school.**

### **Intent: Our aim is that our pupils:**

- Reach their full potential exploring the themes in Geography
- Foster a positive and active attitude towards being a global citizen in their everyday lives
- Nurture a curiosity of the awe and wonders of our world
- Access the teaching and learning of progressive Geography skills and build on previous knowledge
- Explore real life challenges through geographical enquiry
- Be inspired and engaged in learning to maintain and promote geographical life-long ideas and decisions

### **Implementation: How do we do this?**

The current National Curriculum says:

*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. (National Curriculum in England: Geography programmes of study p1, 2013)*

- All children are taught in mixed attainment groups as we believe in having the same high expectations of the pupils, exposing them to the same knowledge, skills and debates to allow for the development of children's spatial awareness in and about the environment
- A spiral geographic skills progression is in place from Foundation to Year 6
- Geography team support staff with planning and resources
- Exciting geography-based units relevant to the year group's experience providing rich, broad and balanced learning for children and opportunities for them to apply and adapt their learning for other subjects
- A variety of teaching and learning styles used: geographical skills taught discretely and also through cross curricular study in other subjects to embed skills in real life scenarios. Working using oracy, literacy and numeracy skills
- Children will be encouraged to make connections in their studies with SMSC and citizenship, to explore how they may make a difference

- Studying locations, places and environments with links to both human and physical geography
- Pupils are taught about three Big Ideas that run throughout the Geography curriculum from Year 1- Year 6: investigate places, investigate patterns and communicate geographically
- Progression is measured through three milestones, which are matched to each of the Big Ideas
- Using knowledge organisers to embed specific technical vocabulary and place within each unit
- POP tasks also form part of each unit to allow children to show the culmination of their understanding
- The Geography team will support staff in meeting the level of subject knowledge required to confidently and successfully teach geography skills and knowledge so all children will learn and progress
- Geography team review MTP planning to ensure continuity and progression of geographical skills and knowledge
- Planning is supported through resources collated by the Geography team

### **Impact**

- Pupils are making the best possible outcomes and progress
- Pupils show a positive attitude towards Geography and their learning
- Pupils show a positive attitude and become positive contributors to making a difference to the world
- Pupils show coherence and confidence when discussing, questioning, interpreting and sharing ideas
- Pupils think and talk like geographers
- Pupils can apply their geographical knowledge to solve problems
- Staff feel confident and excited at planning and delivering Geography

### **How is this monitored:**

- Book and planning monitoring
- Pupil interviews
- Staff meetings – discussion with teachers
- Daily dashboard – ongoing Geography learning not in Geography lessons
- Geography linked initiatives (e.g. UNICEF, Eco Schools, Nyansakia School, Sustainability, Community based etc) seen in school. Both teacher and/or pupil initiated
- Eco School Award

### **Other relevant documents**

- Teaching, Learning and Curriculum Policy
- Geography Big Ideas and Milestones
- Unit knowledge organisers
- The National Curriculum