



# CURRICULUM STATEMENT

## GEOGRAPHY



## INTENT

At Park View Community School, geography is taught as a driver subject for a full term. We also aim to ensure that it is integrated into other areas of the curriculum and the basic skills are taught throughout the year through cross-curricular work. Although our curriculum is topic based, we ensure geography keeps its subject integrity.

To ensure clear progression of skills, we use the Cornerstones skills and knowledge learning intention statements and Curriculum Maestro to plan and track geography through imaginative learning and knowledge-rich projects.

We aim to develop all children's understanding of their place in the world and a sense of who they are locally, nationally and globally. We promote curiosity and fascination so that the children at our school become active learners with a passion for geography. Children will become successful geographers, informed by the National Curriculum, and exposed to planned and differentiated lessons taught with a clear geographical objective.

To be successful in achieving this we will promote professional dialogue within and between staff teams and develop skill progression across all key stages. We aim for all children to know what it means to be a geographer – immersed in and inspired by geography with transferable skills and a sound progression of knowledge and sequenced understanding of key concepts.

We want children to take responsibility and make the best of their life choices by learning from the past; making memorable learning experiences; helping children and young people to understand their identity and ability to have an impact on the wider community both locally and globally. We aspire for all children to flourish, be their very best and enjoy their learning experiences and we want all children and young people to think critically, question and challenge sources, opinions and information.



## **IMPLEMENTATION**

Teachers plan projects using Curriculum Maestro (see Overall Curriculum Statement) and National Curriculum objectives. A topic curriculum approach has been implemented to ensure coverage and progression in all skills relating to geography.

A regular programme of monitoring, evaluation and review and celebration of good practice contribute to the ongoing commitment to improve geography teaching. We prioritise enrichment activities and trips in geography and see it as an essential aspect of bringing the learning experience to life.

### **Key Stage 1**

In KS1 pupils develop knowledge about the world, the United Kingdom and their locality. They understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

### **Key Stage 2**

In KS2 pupils extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Children are taught the sequence of skills and knowledge that are the components to meeting a learning objective. Lessons will develop long term memory by allowing for repetition of learning within the year and year on year. Children take part in school pupil voice sessions and book looks are conducted to reflect on progress and attainment. SMSC and P4C are threaded through the geography curriculum to link geography to their lives and explore their heritage, culture, diversity, identity and philosophical debate.



## **IMPACT**

Our geography curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills. Children will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments. They will also develop a confidence that they can make a change and have an impact on geographical issues locally and globally such as recycling, global warming, deforestation, melting icecaps, and much more.

By the time children leave Park View Community School they will:

- Have an excellent knowledge of where places are and what they are like
- Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated
- Have an extensive base of geographical knowledge and vocabulary
- Be fluent in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques
- Have the ability to reach clear conclusions and develop a reasoned argument to explain findings
- Have significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter
- Be highly developed and frequently utilised fieldwork and other geographical skills and techniques
- Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there
- Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.



## IMPACT

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught
- Summative assessment of pupil discussions about their learning
- Images and videos of the children's practical learning
- Interviewing the pupils about their learning (pupil voice)
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work
- Annual reporting of standards across the curriculum
- Marking of written work in books.