



## **Geography Curriculum Statement**

At Carter's Charity, our vision is to provide our children with a high quality, inclusive education inspired by British Values. Excellent teaching and learning form the basis of all our work delivered through a caring, creative ethos.

Our children are encouraged to have a positive attitude, develop resilience in their approach to learning, become confident in their own ability, independent and motivated to achieve their full potential.

We believe that it is our duty to make learning fun, engaging, memorable, accessible and ambitious for all children, instilling in them a love of learning.

We take seriously our duty to teach children about the fundamental British Values of mutual respect and tolerance, democracy, the rule of law and individual liberty. These values are woven through our curriculum so that our learners leave us prepared for life in modern Britain.

### **Intent**

At Carter's Charity School, through our geography curriculum, we aim for the children to think, talk and work as a geographer. This means they can ask and answer questions about places and how people experience them using maps, atlases, research and fieldwork.

Our curriculum has been carefully structured to give pupils a broad range of learning experiences, knowledge and skills with a clear progression. The children will regularly improve their abilities in reading and understanding maps and atlases, along with having frequent opportunities to create maps of the world around them.

Our curriculum is designed to provide our children a deep understanding of the subject specific language they need to describe, question and discuss the world, as well as their place in it. The children will ask questions about the world around them and use fieldwork to discover the answers for themselves. They will apply their knowledge by using what they have discovered to compare places and their impact on the lives of the people in them; by making predictions and holding debates about the future of the world; and by trying to make improvements to their own locality.

We aim to produce well- rounded individuals by providing our children with opportunities to expand their cultural capital and experiences of the world.

## **Implementation**

Based upon the National Curriculum and the individual needs of our children, we have created a Geography Curriculum Overview which sets out the objectives taught in each year group and ensures progression of skills in map and atlas reading, map creation, fieldwork and application of skills. The curriculum begins in our reception class, through Understanding the World .

We alternate our Geography and History topics ensuring that our children receive a well-rounded teaching of the humanities subjects throughout the year. At times, we take the opportunity to create links between the two subjects to help solidify the learning taking place. We use writing in Geography as an opportunity for children to showcase what they have learned and embed their knowledge. Maps are displayed throughout the school and teachers are encouraged to reference these when appropriate during all lessons to help to develop an awareness of the globe.

Teachers use questioning and provide opportunities for discussion and investigation to support the development of vocabulary, which is explicitly taught and modelled by teachers in every lesson.

Key geographical knowledge and language (such as, the name and location of continents, countries, capital cities and oceans) is revisited frequently, to make learning memorable, relevant and easy to retrieve. We support learning with trips to inspire our children and widen their cultural experiences. Teachers are encouraged to use a range of resources such as videos, photographs, newspaper articles and a variety of maps, atlases and globes during lessons to help create immersive learning experiences.

## **EYFS**

In Early Years, Geography is taught via the Early Learning Goals linked to the Specific Area 'Understanding the World'. The majority of learning in this area occurs through adult intervention when the children are in continuous provision. The learning ensures pupils can make sense of their own local area and surroundings, understand changes in seasons, compare hot and cold places and research other countries.

By the end of Early Years, the children should be able to:

- Describe their immediate environment.
- Explain some similarities and differences between life in this country and life in other countries.
- Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.

## **Children with Special Educational Needs and Disabilities**

We ensure that all pupils can access the complete geography curriculum. We adapt planning to support the individual needs of each child using a variety of adaptive strategies. We consider that the immersive nature of our curriculum particularly supports SEND pupils to understand key concepts.

## **More Able Children**

We ensure that more able pupils can work geographically independently. We provide all children with opportunities for deeper learning and application, pupils can continue their learning outside of lesson time.

## **Impact**

The impact of our Geography curriculum is measured in a variety of ways: questioning during lesson time, marking children's written work, carefully designed assessment tasks and quizzes, listening to child-led discussion, interviewing pupils across the school about their learning, book looks and using images/videos of children's practical learning.

By end of the Geography curriculum at Carter's Charity, our children will:

- Have a growing knowledge of the world and their place in it.
- Have a wider vocabulary of geographical terms.
- Aspire to discover more about the world, through reading, travel or the media.
- Know that they can use their voice to express themselves and their opinions.
- Develop their geographical skills, such as, evaluation, creativity, problem solving and enquiry.

The Impact of our curriculum is constantly monitored by class teachers through formative and summative assessments. Our scheme of work includes guidance for teachers in assessing pupils against learning objectives. Teachers use lesson starters (retrieval tasks) to identify gaps in children's knowledge and subsequently plan opportunities to close any identified gaps.

At the end of each unit of work, assessments are undertaken and retrieval tasks" are completed in order for children to demonstrate what they have learned and remembered. At the end of each unit of work, children are assessed based on their performance in lessons and summative assessments are recorded on the school's internal tracking system as working below the expected standard, working at the expected standard or exceeding the expected standard. Assessments are moderated in staff teams annually.

Standards of teaching and learning in Geography are monitored by the subject leader and headteacher. Monitoring may include: pupil interviews, work scrutiny and lesson observations.

We will review and develop the curriculum on an annual basis.