

Geography Curriculum



Intent, Implementation
and Impact

Intent

What does Geography look like at Longshaw Community Junior School?

The intent of our Geography curriculum at Longshaw Community Junior School is to ensure pupils will understand where they are **globally, nationally, and locally**. Using their knowledge of the Earth, children will be able to **relate a place's location to its characteristics** (e.g. distance from equator or altitude related to climate).

The intent of our Geography curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more ensuring they are fully prepared for KS3. Developing children's knowledge of the relationships between the human and physical worlds so that they can take responsible actions, understanding the global and local impact they will have on their futures.

Our Geography curriculum intentions are:

- To equip pupils with **substantive knowledge** about diverse societies, economics and cultures, together with a deep understanding of the Earth's key physical and human processes
- To encourage pupils to gain coherent **disciplinary knowledge** to develop skills to make sense of the world in which we live and how it has evolved
- To stimulate curiosity and imagination and build upon the child's 'personal Geography' by developing Geographical skills, understanding and knowledge through studying places and themes.
- Where possible and relevant, links will be made between Geography and other curricular areas of study, key events nationally and locally, our individual student needs and **prepare our students for KS3**.
- To ensure pupils have appropriate subject knowledge, skills and understanding as set out in the National Curriculum Geography Programmes of study.
- To fulfil the duties of the National Curriculum whereby schools must provide a balanced and broadly-based curriculum which promotes the **spiritual, moral, cultural, mental and physical** development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.

We have built our curriculum to endorse the importance of **outdoor learning** by studying our local environment to build a curiosity allowing children to compare its physical and human features to places around the world. The children are encouraged to develop **the school values** when studying Geography with a focus on a **responsibility** and children recognising their actions can influence the local environment and wider world. Teaching of Geography equips pupils with knowledge about **diverse** places and people by celebrating the similarities and differences between ourselves and others, not only in our locality but across the world.

In our curriculum we have also considered the **journey of a child through the school**, so that our curriculum is progressive, building on prior learning, and regularly revisiting taught concepts.

Implementation

How is the curriculum for Geography organised?

Children will be taught a range of knowledge and skills, focusing on locational knowledge, place knowledge, human and physical Geography and geographical skills and fieldwork. Substantive knowledge will be built upon in meaningful progression with the use of key concepts running consistently throughout the curriculum, and using these to build upon prior knowledge. Our key concepts are: place, scale, interdependence, physical and human processes, environmental impact and cultural diversity. The curriculum is organised so that Geography of The United Kingdom and local Geography is taught in Year 3,. In Years 4 and 5, we branch out in to Europe and finish with North and South America in Years 5 and 6.

To ensure coverage, depth and balance in the Geography curriculum, the subject leader has provided a range of planning materials:

- **Long term plan** We have a long term plan to ensure coverage and progression is achieved ensuring students are fully prepared for KS3. The long-term plan also details the substantive and disciplinary knowledge to be taught for each unit. Both substantive and disciplinary concepts are taught using a spiral curriculum, so they are constantly revisited.
- Our **substantive concepts** are: place, scale, interdependence, physical and human processes, environmental impact and cultural diversity
- Our **disciplinary concepts** are: map skills, fieldwork, similarities and differences, research and enquiry, cause and consequence
- **Schemes of Work/knowledge organisers** Details the substantive knowledge and sequence of lessons for each topic.
- **Progression document** Details the progression of skills and knowledge we expect the children to make through their time Longshaw

How do we teach Geography?

We teach Geography in a variety of ways as outlined below:

- **Use of sources** Children will access atlases, textbooks, maps, digital technology and photographs to develop knowledge and understanding that is integral to their learning.
- **Technology** The use of ICT including web-based resources and interactive programs such as Digimaps enhances the students learning experience.
- **Recap and retrieval** Use of 'quick quizzes' (Kahoot) and mind maps to ensure children are revisiting prior learning to enable them to build a schema of knowledge therefore enabling them to know more and remember more. The four principles of memory (Education Inspection Framework) are also taken into consideration: what content pupils need to know, what they pay attention to, avoiding overload, and allowing for practice.
- **Active learning Enhancement** – We recognise that children learn in a variety of ways, and so where appropriate, children will learn Geography outside the classroom, with visits to historical sites and museums or experts visiting us in school. For example, Children visiting The Lake District in Year 3. Year 4 visiting the local rivers/canals with the Ribble Rivers Trust. Year 5 using the Forest School provision and Year 6 taking studying the local area as part of their Geography topic with links to Geography. Outdoor Learning opportunities with Forest School - Teaching and Learning should plan for outdoor learning opportunities within Geography lessons yearly. This may be using the school grounds, local area

or wider community to apply and explore their subject specific task. Children will access their local environment to get a hands-on experience in their learning.

- **Cross curricular links** Children learn about Anglo-Saxon and Viking settlements as part of their Geography topics as well as a local area study focussing on The Victorians and how land use has changed over the years. Children will learn about the water cycle as part of their Science lessons. They will also learn about the Geography and History of Pompeii as part of their English unit. Children's understanding of Geography will also be strengthened in their English units such as the study of Scandinavia and Beowulf.

Approaches to teaching

A wide variety of teaching approaches are used in Geography lessons to ensure children make good progress, and all learning styles are catered for. Class teachers ensure there is a good balance of whole class, group work and individual learning in Geography lessons. We also aim to incorporate links to our speaking and listening curriculum with presentations by teachers, visitors and children; drama and role play; discussions and debates and themed days or weeks to inspire all learners.

Impact

The impact of the Geography curriculum will be monitored and evaluated in specific ways by the Geography subject leader and SLT, as well as reporting to the governing body.

Examples of how standards and achievements will be monitored are as follows:

- children's work from across the school with an indication of where it meets expectations
- photographs recording displays, artwork, visits and visitors
- teachers' plans showing evidence of quality, creative and challenge in Geography
- records of scrutiny of work
- lesson observations
- learning walks
- plans and work from enrichment activities
- pupil voice
- formative and summative assessment
- data analysis (Sonar)

The purpose of the monitoring and evaluation of impact is to monitor standards and achievements and to ensure that all children are experiencing creative and challenging Geography, enabling them to achieve ambitious end goals.