



GREAT HORWOOD CHURCH OF ENGLAND SCHOOL

GEOGRAPHY CURRICULUM STATEMENT (October 2024)

OUR VISION

We are successful Geographers when we have the opportunities to:

- use contextual knowledge to define physical and human characteristics
- use geographical skills to collect, analyse and communicate with data gathered from fieldwork
- name and locate places around the world recognising similarities and differences
- use enquiry skills, asking and answering questions, using a wide range of resources and maps with confidence and independence

At Great Horwood Church of England School, the academic, emotional and spiritual well-being of all individuals is at the heart of all that we do; where everyone is valued. We are a safe, welcoming school within the heart of the village community that aims to provide all our children and adults with the learning opportunities to flourish, be healthy, grow in resilience and realise their full potential; being fully equipped and prepared for a successful future.

The aim of our Geography curriculum is to ensure that children at Great Horwood Church of England School develop the necessary skills to equip them to make sense of a complex and ever-changing world and thus, become global citizens who are always the best that they can be. We aim to foster and harness a love of learning and a thirst for knowledge in Geography amongst our children. We want to inspire them to be inquisitive and to develop a desire to explore, not only their local area, but to develop a global awareness of the world around them and its people. We believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world.

INTENT

EYFS

The building blocks of all learning are first observed, recognised, examined and 'played' with, if not arranged, from an early age. Enabling pupils to take on the role of a geographer: exploring, discovering and beginning to make sense of the world around them is an important consideration when planning for the seven areas of inter-connected learning and development that make up the EYFS framework. In particular the area entitled 'Understanding the world' presents the opportunity for pupils to reflect on the events and routines that they and their peers experience. They should be given the opportunity to formulate questions to investigate the similarities and differences that exist and be encouraged to discuss these with interest and sensitivity. Through role-play the children can learn experientially about the different environments that different professions operate in and explain why some things happen the way they do in both the physical and human world.

KS1 and KS2

Geography is, by nature, an investigative subject, which develops an understanding of subject specific concepts, knowledge and skills. The curriculum is designed to ensure that teaching equips 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 and skills to use maps and atlases. Through our teaching, we intend to provoke thoughtful questions and to encourage children to discover answers to their own questions through exploration and research. This enables them to gain a greater understanding and knowledge of places and environments in the world and also their place in it. Geographical knowledge and skills are progressive and are sequenced to provide the framework and



approaches that provide explanation of how the Earth's features at different scales are shaped, interconnected and change over time.

We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and beyond.

IMPLEMENTATION

The curriculum is led and overseen by the Key Stage curriculum leaders. A regular programme of monitoring, evaluation and review and the celebration of good practice contributes to the on-going commitment to evolve and improve further.

Early Years Foundation Stage (Nursery and Reception)

Geography is taught in reception as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as finding out about different places and habitats and investigating our locality.

Key Stage 1 and Key Stage 2:

Skills and knowledge within Geography are taught in a context and with clear purpose. Our curriculum is topic based and provides a rich menu of exciting and motivating learning activities that make creative links between all aspects of our children's learning. Geography is taught as a discrete subject on the timetable but our Geography topics link thematically to History and Science and incorporate Art and DT, where possible, to further develop children's knowledge and understanding. This also ensures all areas of the curriculum are covered in depth. To enhance the development of pupils' geographical vocabulary, we make purposeful links with a rich variety of texts used in our English curriculum.

Blocked topic teaching is used to progress children's knowledge and skills. Due to mixed classes, each class has a long-term plan on a two-year rolling programme, with three to four Geography topics to be covered over each year. Teachers have identified the key knowledge and skills of each blocked topic, and these are mapped across the school, ensuring that knowledge builds progressively and that children develop skills systematically. The key geographical vocabulary of each blocked topic is also mapped across the school ensuring that there is progression in vocabulary and that children understand, use and apply the vocabulary in the context of places, topics and concepts being studied.

Existing knowledge is checked at the beginning of each topic, as part of the assessment strategy using the Kapow assessment quiz. This ensures that teaching is informed by the children's starting points. Tasks are selected and designed to provide aspirational challenge for all learners, in line with the school's commitment to inclusion. At the end of each topic, the same Kapow assessment quiz is done, and knowledge is then consolidated.

The children learn through an investigative approach, asking questions, gathering and recording geographical information and using various resources and technology. The school grounds and local area is utilised, with opportunities for fieldwork planned into the sequence of learning in EYFS, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. This enhances teaching and learning in Geography and enables children to base learning on first-hand experiences. We aim to provide our children with memorable experiences by incorporating educational visits to places of geographical interest and inviting guest speakers and visitors to school to share with us their knowledge of the world, further enhancing the curiosity and fascination of our pupils.

We use the National Curriculum to select objectives and tailor teaching and learning to meet the needs and interests of the children in their year groups.



IMPACT

As a school we use the Kapow scheme of work as a basis for the units we teach in Geography as this ensures progression of skills are built up sequentially and prior learning is built upon year on year over a two-year rolling programme. Children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it. Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent geographers in secondary education. Assessment is used termly using BromCom and teacher planning as a tool for recording pupils' attainment and progress.

By the end of Year 2, most children will attain the national curriculum outcomes for 7-year-olds and will be able to:

Location Knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Place Knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and Physical Geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical Skills and Fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

By the end of year 6, most children will attain the age-related expectations for 11-year-olds and will be able to:

Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include 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.

Locational Knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human



characteristics, countries, and major cities

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place Knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and Physical Geography

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical Skills and Fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Features of Progression

Progress in geography can be characterised by:

- breadth of study: the gradual extension of content - places, themes and environments - to be considered;
- depth of study: the gradual development of general ideas and concepts and deeper understanding of increasingly complex and abstract processes, patterns and relationships;
- scale of study: the shift in emphasis from local, smaller scale studies to more distant, regional, national, continental and global scales;
- skills: the use of specific geographical skills such as map work and more general skills of enquiry matched to children's developing cognitive abilities;
- social, economic, political and environmental issues: the chance to develop greater appreciation and understanding of the influence of people's beliefs, attitudes and values on alternative courses of action relating to people, places and environment.

Wider Impact of Geography

Language and communication

Children develop language skills by:

- exploring ideas about the focus for their work using specific and geographical vocabulary;
- asking and answering questions about source materials and how this help them to develop their ideas, including recording ideas and annotating materials in their geography books;
- learning geographical specific vocabulary about location, physical and human places by extracting information from sources such as atlases, reference books and the internet;



- use geographical language to form and draw maps and diagrams to communicate geographical information;
- develop geographical field, mapping and geographical specific terminology;
- making sense of their world through using language, talking and writing with meaningful opportunities for discussion and dialogue, sorting data, ranking information, identifying links between concepts, reconstructing information, discursive writing and so on.

Mathematical Skills

- Geography is a numerate subject and uses mathematical concepts in some way in most lessons; for example, numbers, scale, graphs, data, temperatures, percentages, ratios, co-ordinates. Numerical literacy includes solving numerical problems, the ways in which numerical information is gathered by counting and measuring, and how it is presented in graphs, charts and tables.

There are many opportunities within geography for pupils to develop their numeracy skills such as:

- demonstrate an understanding of number, area and scales, and the quantitative relationships between units
- design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability
- understand and correctly use proportion and ratio, magnitude and frequency
- draw informed conclusions from numerical data.

Values and Attitudes

'Geography inspires pupils to become global citizens by exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet.' (Geographical Association)

Children have opportunities in Geography to:

- learn a sensitivity and concern for landscape and the environment
- show an appreciation of the world including its people, places, landscapes, natural processes and phenomena
- develop knowledge and understanding of the human and physical processes which shape places
- appreciate similarity and difference in the world around them and to respect other people's beliefs, attitudes and values
- develop interest and enjoyment of geographical experiences and build confidence and understanding
- recognise and understand issues concerning the environment and sustainable development

Inclusivity, Equality and Special Educational Needs

Great Horwood CE School is committed to promoting inclusivity and equality of opportunity for all pupils. When planning and teaching, geography staff will make reasonable adjustments to promote equality of opportunity for all pupils based on them as individuals.

Lesson plans outline how learning is scaffolded in many ways to ensure equality of access to all children, enabling them to be inclusive to whole class, quality first teaching. For children from disadvantaged backgrounds, with special educational needs or who have English as an additional language, tasks may be broken down into smaller components, providing them with achievable goals. Learning builds upon small components and reinforces pupils understanding of content previously taught. As a result of this, all children will be enabled to achieve their full potential.

Specific support could include:



- Pre-teaching and knowledge organisers
- Pre-teaching – images with vocabulary, displays, videos, knowledge organisers
- Recapping in lessons
- Word mats, glossary pages, note taking
- Using local features to illustrate points
- Trips, visits, visitors and workshops
- Globes, maps
- Partner work, group work, other methods of recording, voice typing and talking postcards
- Revisit prior learning
- Making links across the curriculum
- Growth Mindset
- Movement breaks, sensory resources
- See also 'SEN Policy'

SMSC

Spiritual development in Geography:

Geography supports spiritual development by promoting a sense of wonder and fascination with the physical and human world. An understanding of scale is an important aspect of Geography and how small changes in climate can have far-reaching consequences, understanding that all life is linked together and create the processes that make Earth the only known inhabited planet.

Geography:

- helps pupils to recognise the beauty and diversity of the world
- builds awareness that helps children understand their place in the world
- provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future

Moral development in Geography:

Geography supports moral development by looking at a range of moral issues, such as how the development of cities has put pressure on wildlife. We cover the moral issues of an ever-increasing population and the different approaches taken by countries to tackle the problem. We explore issues of poverty and the moral dilemma of importing food and the consequences of global warming.

Geography:

- provides opportunities for pupils to reflect on how the environment is affected by decisions made by people, so that the children can make informed choices in the future
- children learn through discussion to appreciate the moral dilemmas posed by introducing changes to the environment (for example, building a high-speed rail link) and the effects this can have on the surrounding area

Social development in Geography:

Geography supports social development because social issues are common themes within geography. Children discuss issues such as global warming with an emphasis on how they can make a difference by making small changes to their lifestyles.



Geography:

- helps pupils to understand the need to consider the views of others when discussing localities, settlements and the environment
- Supports work on a locality in a less economically developed country to provides an opportunity to discuss social issues
- encourages collaborative projects when on fieldwork, making the most of different strengths and interests within a team

Cultural development in Geography:

Geography supports cultural development by helping children to understand different cultures. Through geography children look at how different cultures and beliefs can impact on the environment and human issues. Children look at different places and are introduced to their customs and traditions, allowing pupils to develop their humility and an understanding of the world as a global community.

Geography:

- explores different settlements, with children gaining knowledge of different cultures, learning tolerance and understanding of their diversity

