

Curriculum Statement for Geography

Our principle aims, following the National Curriculum in England for Geography are for pupils to:

- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- be competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs, and Geographical Information Systems
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Our children are encouraged to enjoy asking and answering questions about the world around them, as well as making full use of relevant resources to support their learning.

The core of our geography curriculum is the National Curriculum for England.



The Ofsted research review for geography (June 2021), explained that in a well-structured curriculum, the prior content that pupils have remembered allows them to understand the conditions, processes and interactions that explain geographical features, distribution patterns and changes over time and space.

At Dothill School the geography curriculum has been specifically sequenced in a logical progression to ensure that new knowledge and skills build on what has

been taught before: Early Years to Year 6. This enables our pupils to know more and remember more. End points are clearly identified for each year group; time allocation has been carefully considered to provide children with opportunities to master key concepts.

The sequence develops pupils' geographical knowledge overtime through a range of key concepts. The key concepts allow pupils to build upon prior learning and apply this knowledge to their current area of learning.

Geography is taught every term in EYFS. In Key Stage 1 and 2 there are two half-termly areas of study with cross-curricular links being made where possible. Pupils benefit from this way of working as it allows for a more in-depth study where they can explain more about what they are learning and why.

Every year group has a yearly curriculum map that outlines the key areas of Geography which will be taught throughout the year. This also ensures that adequate amount of time and coverage is allocated to each key area.

In order to ensure high standards of teaching and learning in geography, detailed medium-term planning supports teachers to plan a sequence of progressive weekly lessons and over time, giving the children time to master new concepts. Within this document the following is evident:

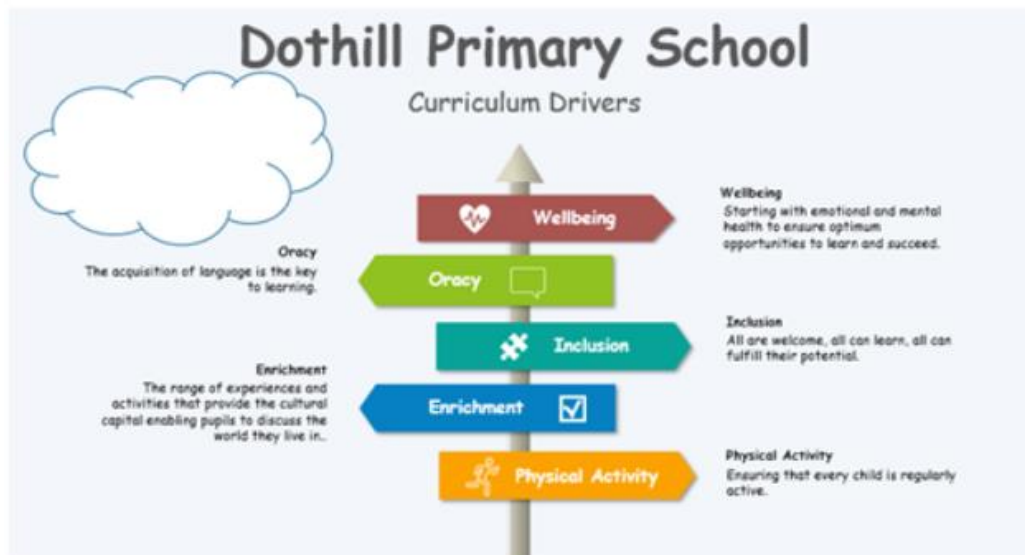
- Prior learning
- Key questions
- Key concepts - Location, climate, human and physical characteristics and fieldwork - this supports the pupils to build on their substantive knowledge.
- Specific year group objectives and vocabulary are presented to ensure planning for correct coverage.
- Expected knowledge at the end of the unit.

Teachers short term planning is developed using the medium-term plan to ensure all objectives are taught. Within the lessons, teachers assess and check pupils understanding effectively, addressing any misconceptions and conversations surrounding their viewpoints take place. Work is recorded in foundation books, but evidence will also be photographic, multimedia (videos, blogs) and on classroom



displays. The curriculum is designed and delivered in a way that allows pupils to know more, find out information and remember.

At Dothill we have five curriculum drivers that are central to our school vision and ethos. They help to drive and shape the curriculum and are incorporated across all subjects and themes.



Enrichment - A range of visits or visitors into school are planned across the curriculum. These are organised by teachers, in order to offer experiences that help to broaden the understanding of curriculum content, enrich the curriculum delivery with real-life experiences and most importantly help the children embed and retrieve their learning. In geography, enrichment includes using the local nature reserve, local walks to interesting features and longer expeditions to areas within Shropshire and the West Midlands. We also have planned opportunities for Geography providers to come into school to offer the pupils hands on experiences. Our curriculum is specifically designed around our locality and demographics.

Wellbeing - We place emphasis on a curriculum that develops the whole child. Through our core values - happiness, respect, responsibility, creativity, honesty, enthusiasm, confidence, kindness, cooperation and fairness - we ensure that the wellbeing of all members of the community is at the centre of our life in school and the key to raising academic success. Our children gain a sound knowledge of their own value and purpose, with the ability to make choices and decisions. In Geography this is enacted through the ability to share their work with others, reflecting and evaluating on our work and having the courage and resilience to edit and make improvements. In addition, themes chosen for Geography encourage empathy and consideration of how it feels to live in different places compared to our pupils own experiences.

Oracy - Our curriculum aims to develop learners who can think critically, reason together and have the vocabulary to express their knowledge and understanding. In geography oracy is developed through the opportunities to discuss, question and present through our units of learning.



Physical activity - Sport England Survey shows that active children are happier, more resilient and more trusting of others and it's also shown a positive association between being active and higher levels of mental wellbeing, individual development and community development. At Dothill we build physical activity into geography using different methods of collaborating and sharing ideas which encourage children to get up and move around the classroom. We use drama and role play as appropriate within our geographical learning. Calm Brain is used throughout the school day to help with transitions and give brain breaks in lessons as and when appropriate.

Inclusion - All pupils participate in geography. Each learner is an individual and we use a child centred approach to adapting our teaching to meet their need.

We make the following adaptations to the curriculum to ensure all pupils needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, visual cues to accompany verbal instructions.

We use the NASEN 'Teacher Handbook: SEND' (2021) to further inform our inclusive practice by considering specific adaptations for each curriculum area.

Within the EYFS curriculum geography is developed through 'Understanding the World'. Within the Foundation Stage, pupils learn to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Pupils explain some similarities and differences between life in this country and life in other countries.

In Key Stage One, 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.

In Key Stage Two, 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 develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.



We provide a variety of opportunities for geography learning both inside and outside the classroom. Educational visits are another opportunity for the teachers to plan for additional geography learning outside the classroom. Through fieldwork, our pupils explore the local environment, to encounter geographical concepts first hand and connect their learning, in classrooms,

with the complexity of the real world.

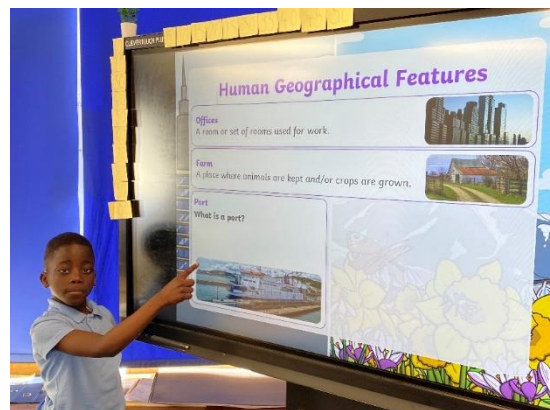
Within the lesson, teachers check pupils understanding effectively, addressing any misconceptions and conversations surrounding their viewpoints take place. The curriculum is designed and delivered in a way that allows pupils to know more, find out information and remember more.

Assessment is woven throughout the curriculum and is used by staff to check pupil's understanding of key concepts. At the beginning of each lesson the class teacher will share a learning objective and success criteria with the children. This informs them what they are learning and the steps they need to take to be successful. The teacher will assess the pupils against the success criteria. The

assessment will be based on the pupil's application of taught knowledge through class discussion, answering questions, practical activities and if appropriate written work. This supports in identifying gaps in knowledge and understanding enabling teachers to respond appropriately. We also recognise the value of assessment as an important learning tool which provides opportunities for pupils to strengthen their memories through concerted effort.

At the beginning of each unit of work the pupils will independently take a quick quiz, that will assess to see what they already know. The quick quiz will assess pupils' knowledge of technical vocabulary and key knowledge. This quiz quick will then be taken at the end of the unit of work to show progress.

Dothill primary School subscribes to the Shropshire Library Service which provides us with a range of quality texts linked to the geographical area of learning. Pupils read for meaning throughout lessons when carrying out research to retrieve information from geographical sources.



Pupils develop geographical skills including both constructing and interpreting hard-copy and digital maps and plans. The curriculum ensures that pupils have the knowledge they need, such as knowledge of direction and scale, to draw and analyse maps.

The impact of our geography curriculum is that:

- Pupils have a secure geographical knowledge.
- Pupils confidently ask and answer questions about locations, including their physical and human characteristics.
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- Pupils apply previously taught learning of key concepts to current learning.
- Pupil voice demonstrates that they enjoy geography and recall their learning over time.
- Pupils are aware of the damages being caused to the environment, as a result of climate change, and have a sense of responsibility for the care of the Earth and its people.
- Pupils are prepared for their next stage of education.
- Planning and subject knowledge is supported by CPD for teachers.