



Geography Curriculum Statement

Intent

The National Curriculum for Geography aims to ensure that all pupils:

- To encourage children to strengthen their own sense of personal identity
- To make sense of their own surroundings through learning about their own locality and the interaction between people and environment.
- 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
- To 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
- To 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 (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length
- To enrich and support other areas of the curriculum.
- To develop positive attitudes and a sense of responsibility towards the environment.
- To foster an enjoyment and interest in Geography for all pupils.

At Archbishop Wake we believe that Geography is an essential part of the curriculum and we provide a high quality, engaging and investigative curriculum that inspire all pupils to build a curiosity and fascination about the world and the communities around it. Our aim is to equip pupils with knowledge about places and people; resources in the environment; physical and human processes and; formation and use of landscapes. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We want children to enjoy and love learning about Geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits while building relationships and respects with our own community.



Implementation

It is important to us that all children are included and can access the Geography curriculum. As a result, Geography at Archbishop Wake Primary School is delivered to the Reception children, through the Foundation Stage Curriculum (Understanding the World - People and Communities). In KS1 & KS2 Geography is taught through planning linked to the new National Curriculum. The units covered in each year are identified on our medium-term plans and our progression of skills document. Some elements of Geography are also taught through cross-curricular topics for example, English, Reading, Science, History and Computing, Design & Technology and Art. Our schemata enables children develop their vocabulary and language, to build on prior their learning and develop their understanding of our world as they move throughout the school. Our teaching support our children to aspire to be their best and think geographically.

Impact

At Archbishop Wake Primary School, we aspire to equip all our pupils with Geographical skills to ensure they are ready for the curriculum at Key Stage 3 and broaden their horizons to impact their lives and their communities. We aim to inspire a life- long respect for our planet by making children aware of the current environmental issues and ways that they can make a positive impact in reducing these. We broaden their vocabulary and language and provide investigative and enquiry based learning opportunities that aspire a love of Geography, therefore encouraging them to undertake new life experiences now and in the future. Through Geography, children learn investigate topics by asking questions, thinking critically, evaluating evidence, analysing arguments, and develop their own perspective, judgement and a sense of identity. Assessment will include oral, practical and written responses from the children. Records of work can be found in pupil's books and other completed work. Parents will be informed of pupil's progress on the child's annual report and at biannual parent's evenings. There is a whole school monitoring, evaluation and review cycle. Each subject leader reviews their subject annually. An action plan is put in place and shared with staff.

