

Curriculum Statement for Geography

INTENT - What do we aspire for our children?

'A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.'

National Curriculum 2014

Our Rationale for Geography:

At Hotwells, we follow the [National Curriculum for Geography](#) and, alongside this, we aim to ensure that all learners:

- Develop an awareness of the wider world and our responsibility regarding sustaining and protecting our world and environment.
- Are given the opportunity to revisit and develop their Geographical skills as they progress through their Primary School journey.
- Are inspired and curious about the world and the people within it.
- Are taught to think like Geographers, using their disciplinary knowledge.

Our Aims for Geography:

At Hotwells, we believe that Geographical enquiry should be thoughtful and creative. We aim to inspire our pupils with a curiosity and fascination about the world and its people. This enables learners to celebrate other people and cultures and be equipped to engage with an ever changing world as global citizens. We want children to understand the world, its environments and the processes which affect them. We ensure that our children develop a respect for different cultures, ask questions about environmental issues and take responsibility for the changes that they can make.

At Hotwells, Geography develops our overarching aims in the following ways:

We are Ambitious:

- We will engage in a curriculum that will enable all pupils, regardless of their need or background, to become geographers.
- Children will develop a secure knowledge of places and what they are like.
- They will have an extensive base of geographical knowledge and vocabulary.
- Children will demonstrate a passion for and commitment about Geography and a real sense of curiosity to find out about the world and the people who live there.
- We encourage our children to 'Think like a Geographer'.

We are Creative:

- Children communicate their understanding and knowledge in a range of ways.
- Children use their environment to support their learning and understanding of the world around them.
- Children can use their learning from the geographical skills and fieldwork elements in a creative manner to devise possible future solutions to problems they have identified.

We are Local and Global Citizens:

- Children understand cultural diversity in both local and global geography.
- Children have the ability to express well balanced opinions rooted in knowledge and understanding about current and contemporary issues in society and the environment.
- Children look at the world around them and learn about the processes which bring about changes to the physical and human geographical features.
- Children will ask questions about the environment and recognise the part that they can play in making a positive change.

What will our children learn at Hotwells?

As outlined in the National Curriculum for Geography, knowledge is grouped into four main areas:

Locational Knowledge: Children will learn about where places are in the world, including where they are from and where they live. They will be able to identify the human and physical characteristics of these locations and understand how some of these may change over time.

Place Knowledge: Children will understand what makes places similar and different and learn how to compare where they live with different places throughout the world.

Human and Physical Geography: Children will learn to describe and understand key aspects of physical geography (including climate zones, natural disasters, the water cycle, topographical features and biomes). They will also understand and be able to describe human geography (including types of settlement and land use, economic and trade links between places and the global distribution of natural resources).

Geographical skills and fieldwork: Children will learn to use maps, atlases and digital mapping to locate countries and describe their features. They will learn to use compasses and grid references and will understand the symbols and keys used in maps. They will use fieldwork to observe, measure, record and present information about the human and physical features of areas using a range of methods including drawing maps, analysing graphs, reviewing plans and through the use of digital technologies.

Long Term Overview:

	Autumn	Spring	Summer
Year 1	Continents, Oceans, UK countries, capital cities and surrounding seas	Revisit - Continents, Oceans, Countries of UK, Capital Cities Study hot and cold places	Fieldwork and Mapping
Year 2	Local Area Study Human and Physical Features Compare London and Nairobi	Compare London and Nairobi Fieldwork and Map Skills	Fieldwork and Map Skills Study a small area of a contrasting non-European country - Yanomami people of the Rainforest
Year 3	Map and Fieldwork Skills	United Kingdom Study	Revisit - UK Study Ordnance Survey Maps and Scale
Year 4	Rivers Latitude and Longitude	Latitude and Longitude Water Cycle	Revisit - Rivers Geography Map Skills – Environmental regions of Europe, Russia, North and South America
Year 5	Study location of countries of the world, including Biomes	Study KS2 Map Skills – four and six figure grid references Revisit – Study location of countries of the world, including Biomes	Ordnance Survey (OS) Map Skills and Fieldwork
Year 6	Study and compare places – UK, Europe and North or South America	Physical Processes: Earthquakes, Mountains and Volcanoes Study Human Geography: Economic, Settled and Trade Links	Orienteering: Map and Fieldwork Skills

IMPLEMENTATION - How will we deliver the curriculum?

We follow the CUSP Curriculum for Geography. Our Geography curriculum is taught across each year group in modules. The modules enable pupils to study in depth key geographical skills and vocabulary and demonstrate their understanding. Each module builds upon prior learning and these are strategically planned throughout the academic year with opportunities to introduce and revisit key concepts in order to further deepen pupil understanding and embed learning.

What will Geography look like in EYFS?

In Reception, children develop geographical skills through their study of the framework strand: understanding the world. They will begin to make sense of the world around them through exploring the weather. They will build a varied vocabulary of weather terminology and use this to discuss seasonal changes and temperature differences.

Whilst in Reception, children develop an understanding of the world and their place within it. This begins with discussing their own homes and families and locating where they live using a map. We then move on to comparing where we live with other parts of the world such as China and Africa. Children have an opportunity to immerse themselves in aspects of these foreign cultures by tasting food and learning how to respond to the register in different languages. Children learn about the traditions, jobs and types of homes that exist in other parts of the world and compare these to their own experiences.

What will Geography look like in Key Stage 1 and Key Stage 2?

As previously mentioned, pupils' geographical learning at Key Stage 1 and Key Stage 2 is based on the four main strands of **Locational knowledge; Place Knowledge; Human and Physical Geography** and **Geographical Skills and Fieldwork**. A breakdown of the objectives at each Key Stage can be found [here](#).

Our lessons are underpinned by evidence research and cognitive science. The whole curriculum is 'Connected', 'Cumulative' and 'Coherent' and the progression is carefully sequenced.

It is expected that every Geography lesson will include:

- Prior knowledge being drawn upon.
- Explicitly taught vocab.
- Explicitly taught content.
- Knowledge notes used to scaffold for EAL/SEND and our lower attainers.

Our lessons are underpinned by evidence research and cognitive science. The whole curriculum is 'Connected', 'Cumulative' and 'Coherent' and the progression is carefully sequenced. Lessons are delivered using the CEEAAC approach and each lesson uses elements of this model:

C	Connect	Teachers will Connect to the prior learning or knowledge.
E	Explain	Teachers will Explain the intended knowledge, content or vocabulary.
E	Example	Teachers will model the intended knowledge by giving an Example of the new learning.
A	Attempt	Pupils will Attempt or 'have a go' at the new learning with scaffolding, e.g. Using Knowledge Notes and Knowledge Organisers.
A	Apply	Children will Apply their new learning independently so that this is consolidated, connected and embedded.
C	Challenge	Pupils are Challenged to deepen their knowledge and make connections with their prior learning.

Children use Knowledge Organisers at the start of a unit to introduce a topic and the key vocabulary. Click here to see an example of a [Key Stage 1 Knowledge Organiser](#) and a [Key Stage 2 Knowledge Organiser](#). Relevant vocabulary is explicitly taught throughout the unit and will be used by the pupils.

Units are structured into a series of Learning Questions that children will find out the answer to through subsequent lessons, [an example of which can be found here](#). When answering each learning question (which may cover one or two lessons) children will use a Knowledge Note ([click here to see an example](#)) to structure their learning and to support their understanding of the topic. The knowledge note is dual coded which includes both written and visual prompts for the children. This supports the learning of all children in the class and enables everyone to feel successful.

IMPACT - How do we know our curriculum is effective?

Pupil Voice

We understand that pupils are the best way to show how effective our curriculum is. Pupil voice will demonstrate:

- The correct use of geographical terminology and they will be able to reference the taught vocabulary.
- Pupils who are able to talk about subject specific concepts and knowledge.

- That they can explain how learning builds on previous knowledge.
- Success and progress regardless of starting points.

High Quality Outcomes:

We will monitor our curriculum through book studies and discussions with pupils. These will:

- Demonstrates pride and effort.
- Show an increasing understanding of geographical concepts and knowledge.
- Demonstrate a clear sequence of learning.
- Show that the vocabulary has been clearly taught and understood.