

## Curriculum Statement for Geography at St. Nicholas CofE Primary School, Hurst

*"The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together."*

*Barack Obama*

		
<p><b>Community</b></p>	<p><b>Courageous Advocacy</b></p>	<p><b>Curiosity</b></p>

### Intent

Through our geography curriculum, all pupils will develop good knowledge of the local community and its place in the wider world. Our geography teaching aims to build skills that will enable children to understand the physical and human aspects of the world in which they live. With this understanding, children will be better equipped to undertake their role and responsibilities in their local environment and global community.

At St Nicholas, our geography curriculum is guided by the National curriculum but been adapted so that it meets the needs and interests of the learners in our school. Our geography curriculum follows our three aims of our curriculum; community, courageous advocacy and curiosity. Each unit has an enquiry question which can be broken down by smaller, more manageable steps allowing all children to achieve.

### Implementation

The EYFS is where our geography curriculum begins and this is built on during KS1 and KS2. During Reception, the aims are to increase the children's knowledge of the world around them and give them a greater sense of place. At St. Nicholas we ensure this happens by providing real life interaction with the world around them and through books that are read to them in class. In KS1 the concepts of place and location are developed through pupils' learning, firstly through learning about their local area and then studying a contrasting area in a non-European country that is relevant to our school community. Children are also introduced to the concepts of space and environmental impact. Children use maps, atlases, globes aerial photos as well as their own observations to identify physical and human features of locations. In KS2 the children continue to build on the concepts met in EYFS and KS1 and are introduced to new, more sophisticated concepts such as change and sustainability. In KS2, children will also learn how these features impact the world and communities around them. KS1 and KS2 children are given knowledge organisers to set out expectations of what pupils should learn about a topic and are a useful tool to help children retain key knowledge. In addition to this, opportunities for children to recall prior learning is built into lessons through quizzes and verbal discussions.

**Intended Impact**

Pupil voice shows that pupils are confident and able to talk about what they have learnt in geography, using subject specific vocabulary. Pupil voice also demonstrates that pupils enjoy geography and are able to recall their learning over time. Pupils work demonstrates that geography is taught at an age appropriate standard across each year group with opportunities planned in for pupils working at greater depth. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.

**Assessment****Formative Assessment**

Each unit leads to the completion of an assessment task where the unit enquiry question is answered. From this task, teachers can:

1. Assess the extent to which substantive knowledge has been recalled
2. Assess the extent to which children have progressed with the disciplinary concepts