



Statement of Intent and implementation for Geography

Curriculum

We have identified 5 Golden Threads that weave through our curriculum and underpin everything we do.

Values: “Our children will be good citizens and have a sense of belonging”

Knowledge and skills-based: “Are curious, aspirational and knowledgeable”

Progression led: “Our children will Do more, know more and remember more”

Language and vocabulary rich: “Are good communicators both orally and in writing”

Experience rich: “Are interested and interesting”

Geography Intent

At Larkhill we understand the importance of geography in teaching pupils about how life is different in other communities and environments. We aim to teach pupils how the environments in which people live and the people who live there influence one another.

Our community is unique in composition with a relatively transient population of people from a range of places. We aim to give children the opportunity to find out more about and develop respect and understanding for the area in which they live and the people who live here. We want pupils to be able to understand the importance of being a good Larkhill citizen, develop a respect of different ways of life and learn about other cultures, climates and countries.

We aim to produce a balanced and well thought out curriculum, based on the National Curriculum document. We understand at Larkhill that knowledge is important for children, however we also place equal importance on the geographical skills and focus on how these skills can transfer into other geographical concepts and areas of learning. A sequence of geography lessons teaches a balance of both knowledge and skills and this build progressively over time.

Our intent is to allow our pupils the experiences required in order to understand geographical concepts and the language with which to communicate their understanding. We aim to provide experiences that give children the opportunity to be geographers and work to find out about the areas and world around them. Alongside this, we plan to teach specific technical vocabulary which enables them to talk about these experiences.

It is our intent to teach our pupils how our values can be demonstrated when exploring different cultures and environments. This ensures that what our pupils learn in Geography not only inspires and challenges them, but also contributes to their spiritual, moral, cultural and physical development and prepares them for life as citizens in the 21st century

Geography Implementation

Knowledge and skills led implementation

In the Early Years Foundation Stage curriculum, Geography makes a significant contribution to the objectives of developing children's knowledge and understanding of the world and their personal, social and emotional development, which is regularly addressed through both planned and spontaneous experiences in our Early Years provision. Themes covered in reception have been specifically chosen to prepare children for what follows in the rest of the school and to ensure there is progression without repetition.

Using the National Curriculum as a starting point, we have developed a progression of topics that develop across the school through our Curriculum Map.

Our Geography curriculum is plotted out in a rolling programme to cater for our mixed year groups and fluctuation in numbers. This enables us to fully immerse children in a topic and teach knowledge and skills in more depth. In a Geography term 3 hours a week of Geography (usually two sessions) is explicitly taught with additional cross curricular opportunities planned where possible. Depending on the topic and the lesson, teachers have some flexibility in terms of how they fit this time allocation into their timetable and how many sessions it comprises of.

In ks1 and 2 topics are chosen that meet national curriculum requirements and are relevant to the children's experience and have local significance where possible. Where knowledge of one topic is essential to ensure understanding of another or influenced what followed in Geography, these topics are positioned in the same cycle so that they are never taught out of order. For example, South America and an in-depth study of Brazil are taught in the same cycle to ensure there is no unnecessary repetition and that children develop a really secure understanding of the different geographical aspects of the region both human and physical.

The vocab and knowledge for each topic is outlined in a knowledge organiser. This is used by teachers to support planning and subject knowledge and is sent home to all pupils to encourage parents to engage in what is being taught.

Progression led implementation

Within our curriculum, we have developed a skills document that demonstrates a progression of the skills that need to be taught across each year group. Each area of the skills required progress across each year group, developing on the previous year's skills. These are used to inform, plan and assess in Geography.

Language and vocab rich implementation

The use of subject specific vocabulary and historical terms will be planned for and modelled by teachers within lessons. This vocabulary is outlined on the knowledge organisers produced for each topic. Vocabulary obtained from these lessons will be made available for pupils to refer to throughout the topic on the topic working wall.

Experience rich implementation

We encourage staff to plan cross curricular links, where appropriate, to make links and apply geographical knowledge and skills. Other curriculum areas have been plotted to link to the geography topic where possible and, providing there is a tangible link, high quality texts to support reading and writing also link to the topic to deepen understanding and give opportunities for further application of knowledge. For example, in Year 3/4, children Learn about Italy as another European country in the same cycle as they learn

about ancient Rome. They also learn about volcanoes and earth quakes in this cycle- giving them the opportunity to learn about Pompeii. Texts such as “Escape from Pompeii” and “When the giant stirred” are used to secure and develop understanding. Children plan, design and build volcanoes that erupt in DT, design Pizzas that can be cooked on our school Pizza oven and enjoy a meal with friends in an Italian restaurant as one of our 11 before 11.

Within our curriculum we have planned opportunities for learning Geography through trips to the local area, historical sites and museums. It is important at Larkhill for pupils to be exposed to these experiences in order to develop their curiosity, deepen their understanding of geographical concepts and apply this in Geography lessons and other contexts. We use artefacts from Wiltshire learning resources within every topic to stimulate curiosity within the learning environment and give the pupils opportunities to observe different models and images to support understanding. Eg relief maps.

Teachers are aware of topics that were not covered during COVID 19 and where needed teaching sequences will be redesigned to ensure certain prerequisite historical knowledge is taught. In making the decision teachers, alongside the subject leader, refer back to statutory elements of the national curriculum in order to prioritise which knowledge and skills are essential.

Assessment of Geography

The children’s learning will be recorded in topic books. All activities have a task topper outlining the objective for that session and providing stimuli or scaffolds to support learning. There should be a record of learning for all lessons, whether this is written work, labelled diagrams, photos, speech bubbles or other evidence of learning. This should be differentiated suitably, whether this is by expectation, support or through scaffolded activities and assessed according to whether children have acquired the identified knowledge and/or skills for this session. Learning objectives will be highlighted in orange or green as in other subjects.

Quizzes are used to assess pupil’s understanding at the start of the topic and then to assess knowledge acquisition at the end.

At the end of each topic, teachers record children’s progress on the topic knowledge and skill assessment sheet. At the end of the year, teachers discuss whole class coverage and the attainment of individuals in their transition meetings. This helps to inform future planning to address any gaps in knowledge.