



Mary Tavy and Brentor Primary School

Curriculum Statement

Geography



Curriculum Statement

Intent

A great curriculum responds to the needs of individuals and enables them to flourish academically, spiritually, morally socially and culturally.

'Enjoy' is personified in many ways when describing the intent of the curriculum at Mary Tavy and Brentor Primary School.

We aim to provide a broad and balanced education that empowers and challenges children. It defines what children will learn at each stage of their education, preparing them for future **success**, hungry to **learn** more with an aspiration to achieve at the highest level across all aspects of their life. We have shaped our curriculum to be purposeful, engaging and with clear intentions. The ambitious intent of the curriculum ensures that all children have an entitlement to a high-quality inclusive education, which is underpinned by the teaching of essential skills, knowledge, concepts and values, which are embedded and developed over time. This is based on the requirements of the National Curriculum.

Curriculum Statement for Geography

The study of Geography is to enable pupils to understand the interaction of human beings with their environments– at personal, local, regional, national and global scales.

Incorporating the programmes of study from the National Curriculum, our Geography curriculum aims to:

- foster in children a curiosity and appreciation of the world around them.
- enable children to know about physical and human geography of our locality, of the UK and areas of the wider world.
- develop an understanding of the impact of physical and human geography on the lives of individuals and communities.
- develop an understanding of the legacy of our industrial heritage
- develop an understanding of our cultural heritage, for example, the Yorkshire Dales National Park
- promote knowledge and understanding of the rich cultural diversity of our world.
- develop place knowledge (countries, continents, rivers, seas, oceans, etc) and specific skills related to map reading.
- teach subject-specific vocabulary which pupils will use accurately in oral and written work
- develop an understanding of issues through global learning, for example, climate change and fair trade.
- develop the skills of Geographical enquiry: observe, compare and contrast, locate, reason, explain, evaluate, hypothesise, predict.



Curriculum Intent

At Mary Tavy and Brenton Primary School, we use the Connected Geography Scheme of Work to deliver the National Curriculum for Geography throughout Key Stage 1 and 2. The scheme of work is well-sequenced, with a clear progression in knowledge, skills, concepts and vocabulary and links to other curriculum subjects. The scheme of work provides resources to support teaching and learning in Geography.

In EYFS, pupils are taught the knowledge and skills for 'People and Communities' and 'The World' using a thematic approach outlined in our EYFS Curriculum for Understanding the World (see EYFS Curriculum). The themes are linked to the Scheme of Work for Key Stage 1 to ensure progression as pupils move from EYFS to Key Stage 1.

In Key Stages 1 and 2, a rolling programme is in place to ensure that the Geography topics are taught to all pupils during each Key Stage, taking account of the mixed-age structure of our classes.

Enrichment

- The Geography Curriculum is enriched in a variety of ways including:
- visits to the locality and wider area, particularly valuing and learning about our rich location.
- residential visits
- Making use of Dartmoor to enrich our geographical knowledge and skills.
- workshops from visiting specialists
- themed curriculum days

Displays and exhibitions for parents/carers

Curriculum Implementation

EYFS

The EYFS Curriculum for Understanding the World is taught in variety of ways through adult-led and adult-supported tasks and child-initiated learning in well-resourced provision areas, both indoors and outdoors.

Key Stage 1 and Key Stage 2

In Key Stage 1 and 2, one Geography topic is taught for half a term every term. The school feels very strongly that knowledge and skills are remembered and built upon on with clarity and that all staff are very clear about what is to be taught and when.

Geography is taught in weekly Sessions.

Cross Curricular Links

Cross curricular links have been mapped to promote creativity through subjects such as Music, English, Science, Art and Design and other subjects, when appropriate.

Progression and Assessment in Geography EYFS

Regular observations and assessments of learning are recorded using an on-line journal (Tapestry) and contribute to a summative assessment at the end of EYFS using the Early Years Outcomes for Understanding the World: 'People and Communities' and 'The World'.

KS1

Teachers assess children against the agreed objectives for each unit contributing to end of Year assessment. The information contributes to an end of year summative assessment.

KS2



End of unit quiz-style assessments of knowledge are made alongside observational assessments and assessments of independent work. The information contributes to an end of year summative assessment.

Impact

The impact of the curriculum will be reviewed (during the year and at the end of the year), through observations and assessments of pupils' learning and through pupil discussions about their learning, which includes discussion of their thoughts, ideas, processing and evaluations of work.

Mary Tavy and Brenton



Primary School