

Geography Curriculum Statement

Geography Intent

At Whitefield Primary School, we are **GEOGRAPHERS!**

We want our children to love geography! We want them to have no limits to what their ambitions are and grow up wanting to be cartographers, town planners, conservationists or weather forecasters.

Our aim is that, through the teaching of Geography at Whitefield, we provide a purposeful platform for exploring, appreciating and understanding the world in which we live and how it has evolved. We want to ensure that through Geography, pupils are able to explore the relationship between the Earth and its people through the study of place, space and environment.

In Geography, pupils in our school will learn the skills of understanding locational knowledge; how and where people fit into its overall structure. We also intend for children to become passionate and knowledgeable about our local community and beyond, by learning through experiences in practical and fieldwork activities.



Geography Implementation

- At Whitefield, Geography is taught in every year group, once a term.
- Topics are blocked to allow children to focus on developing their knowledge and skills, studying each topic in depth.
- Our Geography curriculum is designed so that children start with 'themselves' and their local area before working out to the UK and the rest of the world.
- Location knowledge and map work are woven throughout all Geography topics.
- We have developed a progression of skills with each year group, which enables pupils to build on and develop their knowledge and skills each year.
- In order to support children in their ability to 'know more and remember more' there are regular opportunities to review the learning taken place in previous topics as well as previous lessons.
- At the start of each topic children will review previous learning and will have the opportunity to share what they already know about a current topic.
- Children are given a knowledge organiser at the start of each topic which details some key information, dates and vocabulary. This is not used as part of an assessment, but to support children with their acquisition of knowledge and are used as a reference document.
- Effective CPD and standardisation opportunities are available to staff to ensure high levels of confidence and knowledge are maintained..
- To support teaching, staff access a range of resources and planning including LGFL, Geographical Association, Plan Bee and Twinkl.
- We empower our staff to organise their own year group curriculums under the guidance of our Curriculum Lead and Individual Subject Leaders. Teachers are best placed to make these



judgements.

- Staff develop year group specific long-term curriculum maps which identify when the different subjects and topics will be taught across the academic year.
- Effective use of education visits and visitors are planned, to enrich and enhance the pupil's learning experiences within the *Geography* curriculum.
- Teachers use highly effective Assessment for Learning in different points in each lesson to ensure misconceptions are highlighted and addressed.
- Effective modelling by teachers ensures that children are able to achieve their learning object, with misconceptions addressed within it.
- Through using a range of assessment tools, differentiation is facilitated by teachers, to ensure that each pupil can access the *Geography* curriculum.
- Children are given clear success criteria/ Steps to Success, in order to achieve the Learning Objective with differing elements of independence.
- Pupils are regularly given the opportunity for Self or Peer Assessment, which will then be used to inform planning, preparation, differentiation and address misconceptions within that lesson, or for the next lesson.
- Cross-curricular links are planned for, with other subjects such as Maths, Literacy and ICT.
- Educational, immersive displays that answer key questions help to create a rich learning environment for each *Geography* focus.
- Our Foundation Assessment Tracker allows us to use data to inform future practice.

EYFS

The Early Years Foundation Stage Curriculum supports children's understanding of geography, people and communities through the planning and teaching of 'Understanding the World'.

Children learn about features of their own environment such as school, home, community and their city through first hand experiences and learn how environments may differ through the sharing of books, stories, poems, small world play, role play and visits. Children enjoy the valuable experiences gained from our regular trips to places within their local community such as the library, park and local shops as well as joining in with the annual celebration of the city of Liverpool 'Global Scouse Day'. Children are given time to discuss, comment and ask questions about what they observe about the world around them and are encouraged to be active learners and explore their interests further.

Geography Impact

The impact of this curriculum design will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills. Children will therefore be expected to leave Whitefield reaching at least age related expectations for *Geography*. Our *Geography* curriculum will also lead pupils to be enthusiastic *Geography* learners, evidenced in a range of ways, including pupil voice and their work.

