



Geography Subject Statement

Geography Lead: Luke Chapman

"Geography is the tapestry that weaves the world together." Gil Grosvenor

Intent

Our bespoke Geography curriculum aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our bespoke curriculum, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

Our curriculum encourages a strong focus on developing both geographical skills and knowledge. It promotes critical thinking, enabling pupils to ask perceptive questions and explain and analyse evidence. It supports the development of fieldwork skills across each year group and encourages pupils to develop a deep interest in and knowledge of their locality, while understanding how it differs from other areas of the world. Pupils also develop a growing understanding of geographical terms and vocabulary, enabling them to communicate their geographical knowledge and understanding with increasing confidence.

Implementation

The National Curriculum organises the Geography attainment targets under four key strands: locational knowledge, place knowledge, human and physical geography, and geographical skills and fieldwork.

At Flitch Green Academy, we follow a **bespoke curriculum for the teaching of Geography**, which has been carefully designed to meet the needs, interests and experiences of our pupils and reflect the context of our local community. The curriculum provides a clear progression of skills and knowledge across these four strands throughout each year group. Our progression of skills and knowledge identifies the geographical skills taught within each year group and demonstrates how these develop progressively to ensure that attainment targets are securely met by the end of each key stage.

Our bespoke Geography curriculum follows a carefully planned progression, with essential knowledge and skills revisited with increasing complexity. This allows pupils to retrieve, revise and build upon their previous learning. Locational knowledge is revisited regularly throughout the curriculum to consolidate pupils' understanding of key geographical concepts, such as scale, location and place. Cross-curricular links are incorporated throughout the curriculum, allowing children to make meaningful connections and apply their geographical skills and knowledge to other areas of learning. Enquiry questions form the basis of many units, enabling pupils to develop a secure understanding of geographical knowledge and skills by applying them to real-world questions and geographical problems.

Each unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised regularly. Our bespoke curriculum follows a clear enquiry process, which includes questioning, observing, measuring, recording and presenting. This reflects the requirements of the National Curriculum and ensures that children learn how to decide on an area of enquiry, plan how to collect data using a range of methods, record their findings and present their data to appropriate audiences in a variety of formats.

Fieldwork includes smaller opportunities within the school grounds as well as larger-scale visits to investigate physical and human features. Developing fieldwork skills within the school environment and revisiting them across multiple units enables pupils to consolidate their understanding of different geographical methods. It also gives children the confidence to evaluate different methodologies without always having to leave the school grounds, allowing them to develop these skills within a

familiar environment. This makes fieldwork regular and accessible while giving children a thorough understanding of their locality and providing a strong foundation for comparing it with other places. Geography is taught for half a term each term across Key Stage 1 and Key Stage 2. In EYFS, children are taught Geography in a number of ways throughout the year, including through whole-class lessons, whole-class introductions followed by opportunities within enhanced provision, and activities that children can access independently as part of the enhanced provision.

Impact

Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Retrieval tasks provide regular opportunities for pupils to recall and strengthen their geographical knowledge. Opportunities for children to present their findings using their geographical skills also form an important part of the assessment process.

The expected impact of our **bespoke Geography curriculum** is that children will develop the ability to compare and contrast human and physical features and describe and understand similarities and differences between a variety of places in the UK, Europe and the wider world. They will name, locate and understand where and why physical features of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters and the water cycle.

Children will understand how humans use land for economic and trading purposes, including how the distribution of natural resources has shaped human activity. They will develop an appreciation of how humans are impacted by and have adapted to the physical geography surrounding them, as well as understanding the positive and negative ways in which humans have impacted upon the environment. Children will develop a secure sense of location and place across the UK and wider world. They will use the eight points of a compass, four- and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping to locate and describe geographical features. Children will identify and understand how various elements of our globe create positioning, including latitude, longitude, the hemispheres and the Tropics. They will develop an understanding of how time zones work and how geographical location affects night and day.

Children will be able to plan, present and answer their own geographical enquiries using appropriately selected methodologies, collected data and digital technologies. Through regular opportunities to undertake fieldwork and geographical enquiry, pupils will develop the confidence to ask questions, gather evidence, interpret information and communicate their findings.

By the end of EYFS, children will have developed the knowledge and understanding required to meet the **Understanding the World Early Learning Goals**. By the end of Year 2 and Year 6, pupils will have developed the knowledge, skills and understanding required to meet the expectations outlined in the **National Curriculum for Geography**.