



Curriculum Statement for Geography

AIMS:

At Lytham CE Primary School, our aim is to fulfil the requirements of the National Curriculum for Geography. Under a well-planned, progressive Geography Curriculum, pupils will:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes;
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS);
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Furthermore, as part of our bespoke Geography curriculum, we aim to:

- Teach pupils about the geography of our local area, and the part the landscape and key local families have played in shaping local towns and villages.
- Provide regular fieldwork opportunities, enabling pupils to explore, discuss and ask questions about the range of human and physical features in our local area and further afield.
- Provide pupils with a better understanding of climate issues, including climate change, and the impact of this on our daily lives as well as within a world context.
- Teach and model the geographical vocabulary required to valuably and eloquently express their thoughts and ideas, enabling them to give knowledgeable and reasoned explanations based on their geographical understanding.
- Expose pupils to a range of maps and mapping software, to share the joy of exploring and equip them with the skills they need for life.

Our aims for Geography are underpinned by our school's Christian values: Service, Faith, Determination, Love, Honesty, Friendship, Thankfulness, Respect and Forgiveness.

The Geography leader is Mrs Patterson.

Intent	<p>At Lytham CE Primary School, we will deliver a broad, balanced and inclusive curriculum, which will ensure the progressive development of geographical concepts, knowledge and vocabulary.</p> <p>Discrete Geography lessons will equip pupils with knowledge about diverse places, people and resources, natural and human environments, together with a deep understanding of the Earth's key physical and human processes.</p> <p>Children will be given a range of practical opportunities to develop knowledge of their local area, including mapwork, fieldwork, research and educational visits.</p> <p>Through direct teaching, including interactive learning experiences, pupils will develop a deepening understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p> <p>By the end of each phase, we expect pupils to have met the objectives set out by the Early Learning Goals (EYFS) or the National Curriculum (KS1 and KS2). We achieve this by ensuring that all geographical knowledge, understanding, vocabulary and map skills are taught at an age-appropriate level. The subject leader works closely with teaching staff to ensure that children are given a range of teaching and learning opportunities to ensure that progress is being made and that school and national expectations are being met.</p>
Implementation	<p>In ensuring high standards of teaching and learning in Geography, we will implement a curriculum that is progressive throughout school.</p> <p>Geography is taught discretely though, when appropriate, the teaching and learning of Geography is valuably linked to other subjects in order to enhance the learning taking place. This has the added value of challenging pupils to apply their geographical knowledge and understanding in a range of contexts. The teaching of Geography and History is alternated through the year in Key Stages 1 and 2, ensuring that pupils receive a well-rounded teaching of the humanities subjects throughout the year. Learning is recorded in a Topic book, and these books – as well as class Floor Books – demonstrate the range of learning experiences which contribute to pupils' understanding and enjoyment of Geography.</p> <p>Labelled, up-to-date maps are displayed throughout the school, and teachers are encouraged to reference these when appropriate during all lessons to help to develop an awareness of the globe. EYFS and KS1 take part in 'messy mapping' activities, giving them a sound basic understanding of what maps represent and how to interpret them. There are up-to-date, age-appropriate atlases across school, which children use regularly to enhance learning and conduct their own research.</p> <p>Teachers make valuable use of interactive tools such as Worldle, Google Earth and Digimaps, as well as live streaming and data websites, to spark children's interest and curiosity about the world.</p>
Impact	<ul style="list-style-type: none"> • Geographical vocabulary is confidently and appropriately used by all. • Pupils can read maps confidently. • Pupils can use maps to navigate an unfamiliar area.

	<ul style="list-style-type: none"> • Pupils can identify the difference between human and physical geography, and are able to identify how natural events have impacted upon them. • Pupils develop a strong understanding of climate issues, and make informed choices aimed at protecting the planet. • All pupils feel valued in Geography lessons and have the confidence to apply their knowledge and skills in order to deepen their own understanding, as well as adding value to the learning of others. • Pupils are able to make links across a range of learning contexts and real-life situations. • Pupils achieve well, produce a high standard of work and leave school ready for the next stage in their scientific education.
Coverage and Progression	<p>In the subject of Geography, clear progression has been mapped-out by the Early Learning Goals (EYFS) and the National Curriculum (KS1 and KS2).</p> <p>In EYFS, coverage and progression in Geography is linked to the following areas: -Understanding the World (Past and Present; People, Culture and Communities; The Natural World)</p> <p>In the National Curriculum, coverage and progression is broken down into clearly-defined Programmes of Study.</p> <p>As we continue to develop our bespoke Geography Curriculum, we ensure that coverage is tailored to our pupils' individual learning needs and interests, taking advantage of the many teaching and learning opportunities that our rich local environment has to offer.</p> <p>The subject leader keeps abreast of effective approaches to teaching and learning in Geography through regular CPD and personal research. In consultation with the Senior Leadership Team, well-informed decisions are made and cascaded to staff through regular Inset.</p>
Assessment	<p>Pupils' attainment in Geography is assessed through teacher assessment and in-the-moment marking and feedback. Teachers use these assessments to inform next-steps in their Geography planning.</p> <p>The subject leader undertakes regular book-looks and Pupil Voice interviews, as well as Topic lesson drop-ins. The subject leader uses these observations to inform next-steps for the subject and to identify areas for support and guidance.</p> <p>Children's yearly progress is recorded in the Foundation Subjects' end of year Assessment Grid and reported to parents in pupils' end-of-year reports.</p> <p>Statutory data for pupils' achievement is reported at the end of EYFS (EYFS Profile).</p>