



Stowford School

Curriculum Statement for Geography



Intent:

Geography is the study of where places are found, what they are like and the relationships between people and their environments.

The Stowford Curriculum for geography aims to ensure that all children:



- 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.



Implementation:

The Stowford Geography curriculum is progressive and sequential encompassing both skills and knowledge. The curriculum is based on the substantive knowledge (locational knowledge, place knowledge, human and physical geography) and disciplinary knowledge (geographical skills, place and scale, scale and connecting, environment and culture, field work) and follows the content of the National Curriculum. We use the local area, trips and visitors to enhance and enrich the curriculum and to give learning a context.

Children start in KS1 by learning about geography close to home which then gets further from home as the children gain more understanding of the world. Each unit focusses on either human or physical geography and fields skills are included in every year group.

In Key Stage 2, children follow the Opening Worlds curriculum.

This has the following features:

- thoroughness in knowledge-building, achieved through intricate coherence and tight sequencing;
- global and cultural breadth, embracing wide diversity across ethnicity, gender, region and community;
- rapid impact on literacy through systematic introduction and revisiting of new vocabulary;
- subject-specific disciplinary rigour, teaching pupils to interpret and argue, to advance and weigh claims, and to understand the distinctive ways in which subject traditions enquire and seek truth;
- well-told stories: beautifully written narratives and the nurture of teachers' own story-telling art;
- a highly inclusive approach, secured partly through common knowledge (giving access to common language) and partly through thorough high-leverage teaching that is pacy, oral, interactive and fun;

The geography subject leader keeps up to date and develops subject knowledge for themselves and for staff. A whole schools view is gained by ensuring continuity and progression of skills. Through monitoring, the subject leader focuses on children learning and progress. This is based on learning walks, discussion with pupils and staff, looking at books and professional discussions. This then becomes linked to CPD and opportunities to share good practice.

The geography curriculum provides a rich experience for all children in which they can develop skills to explore, access knowledge and make connections across all learning.

Assessment:

Cumulative quizzing not only aids children's retrieval and retention, it is also a valuable tool for both ongoing formative assessment or can additionally be used as an end of unit summative assessment. There are also synoptic tasks at the end of each unit in which children have the opportunity to demonstrate the knowledge that they have acquired.



Impact:

The Stowford geography curriculum inspires in children a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching equips children with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As children progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.