

## **Geography Curriculum Statement**

### **Intent**

At Mithian School, our Geography curriculum is designed to equip children with the knowledge and skills of Geography in order to understand their place in the world. Our children live in a unique environment and we ensure that their geographical skills and knowledge are built with this at the forefront of their minds. We aim to provide high-quality teaching in Geography in order to inspire a curiosity and fascination about the world and its people. We begin to build these foundations to encourage this throughout children's lives. We develop children's understanding of the diversity of people, places, environment and resources of locations both locally and globally. The teaching of Geography at Mithian ensures that children have a strong understanding of both human and physical geography of significant places and we aim to allow this knowledge of the world to deepen as they learn. Children develop their understanding of the interaction of human and physical processes and how their interdependence has shaped our world today. Through the progression of taught geographical skills, children gain competency in these and we aim for children to be able to apply their own knowledge and skills to understanding the world around them throughout their lives.

### **Implementation**

Children will be taught the knowledge and skills required through a progressive curriculum. Each year they will build upon these with a gradual movement from local geography to that of the wider world with a clear understanding of the human and physical features.

In each geography unit, children will be taught key geographical terms and these will be built upon in each year and key stage.

Geography lessons will be taught discreetly and will be based upon a carefully structured enquiry question that will run throughout the topic. Through geographical enquiry, knowledge and skills will be developed through four key areas:

- Geographical skills and fieldwork
- Location knowledge
- Place knowledge
- Human and physical geography

Children will also collect and analyse data through fieldwork and interpret a range of sources, such as maps, diagrams, globes and aerial photographs.

Children's curiosity will be sparked through visits and visitors into school.

Knowledge and skills will be cemented through genuine links to other areas of the curriculum, for example reading and writing. Regular references back to previous learning will be made

to ensure that this learning sticks and this will encourage children to make links across their geography learning.

Learning experiences and activities will be carefully tailored and supported by teachers to ensure that all learners are able to achieve to the appropriate level of challenge. Recording activities may be seen in a range of forms, recorded either in books or photographed/videoed and uploaded to the child's area of Seesaw or Tapestry. These could be (but not limited to):

- Map/globe/aerial photograph study
- Creation of maps
- Fieldwork (within and outside of school)
- Data collection and analysis
- Written arguments
- Diary entries based upon the imagined experiences of other areas
- Drawings (annotated)
- Note taking
- Discussions (both verbal and written)
- Debates
- Sequencing
- Questioning

### **Impact**

Children will be able to talk about their learning with confidence and precision. They will be able to show examples of the work that they have done and give a coherent explanation about the impact of this learning.

Children will have opportunities throughout the year to 'show what you know'. This may take many forms, such as a class discussion, double page spread, a quiz or a presentation.

Children will be assessed half-termly against National Curriculum expectations. This will be based upon their teacher's in depth understanding of their abilities in these key areas of geographical knowledge and skills:

- Geographical skills and fieldwork
- Location knowledge
- Place knowledge
- Human and physical geography

Geography lead; T Kelly