

## **Geography Curriculum Intent Statement**

**July 2023**

### **Curriculum Intent**

At Brookhurst, our Geography work forms part of our termly topics that are offered to all children from Foundation to Year 6. We aim to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with an understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help 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 framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. At Brookhurst, we aim to build upon children's 'personal geography' by developing geographical skills, understanding and knowledge through studying local places and themes, as well studying a variety of locations around the world.

The National Curriculum for Geography aims to ensure that all pupils:

- 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
- 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, and aerial photographs
- communicate geographical information in a variety of ways, including through maps, numerical skills, writing at length, diagrams and survey information
- children are familiar with their 'local geography' and can comment on why settlements have developed this way

### **Curriculum Implementation**

In order to achieve the objectives of the Geography Curriculum, the subject is taught in topics and where relevant, links will be made to other subject areas. Learning activities are sequenced to ensure progression and are taught through a variety of approaches. These include teacher led lessons, individual, paired and group work, class discussions, the use of outside speakers and companies with relevant experience and knowledge, use of artefacts, photographs, paintings and the internet, educational visits/ fieldwork and the use of published schemes.

## **Foundation Stage**

We teach geography in foundation classes as an integral part of topic work covered during the year. As the class is part of the Foundation Stage of the National Curriculum, we relate the geographical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world. This is taught through a variety of activities at Brookhurst, including Forest School and weekly welly walks.

## **Key Stage 1**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

### **Locational knowledge**

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

### **Place knowledge**

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

### **Human and physical geography**

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

### **Geographical skills and fieldwork**

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

## **Key Stage 2**

Pupils should extend their knowledge and understanding beyond the local area to include Europe, North and South America and other locations around the world. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

### **Locational knowledge**

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

### **Place knowledge**

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

### **Human and physical geography**

- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

### **Geographical skills and fieldwork**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

As subject leaders we strive to adopt and construct a curriculum that is ambitious and aspirational; designed to give **all** learners and groups of learners, including the most disadvantaged and those with SEND and higher levels of needs, the knowledge and cultural capital they need to succeed in their future lives.

We continually strive to make adaptations and reasonable adjustments to enable all our pupils to access our school curriculum and we aim to provide a range of enhancement opportunities to engage all children in their learning.

We recognise that all pupils are entitled to a quality of provision that will enable them to achieve their full academic and personal potential.

We firmly believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and where all children are exposed to new experiences and knowledge through a varied curriculum regardless of barriers to learning.

### **Visits**

Visits, either in or out of school, are an important way of stimulating pupils' imagination and giving them a sense that places/ features studied are real. The visits/visitors may vary according to the individual needs of the year group but they will be chosen to fit in with the objectives of the topic, with the intention of further enhancing children's knowledge and understanding.

Teachers must be clear about the aim of a visit, ensuring that specific learning intentions are made clear and suitable preparatory work is planned.

### **Bo Link**

We have special links with Sierra Leone and UBC (Upper) School in Bo, through One World Link. As such, where possible, links should be made with Sierra Leone, whether through planning a sequence of lessons, or as a one-off learning experience. There are resources available to support the implementation of Bo lessons such as photo resources in the shared area.

### **Curriculum Impact**

As pupils progress through the school, they will develop a knowledge, understanding and appreciation of world geography and their local area, and its place within the wider geographical context. They will be able to engage in geographical thinking to understand the near and far, the physical and the human, people and environments and the economic and the social and be able to make links between these. Geographical understanding, as well as children's social and cultural development will be further supported by the school's link with its international partner school in Bo, Sierra Leone.

The children's learning is assessed against the age-related expectation bands that are based on the 2014 National Curriculum statements for Geography. We use summative assessment to determine children's understanding and inform teachers planning on a termly basis, which is reviewed by the subject leader.

We also carry out formative assessment through questioning, marking and verbal feedback continuously during the year.

Assessment is used to:

- provide diagnostic information about individuals/ groups
- plan future teaching and learning
- provide information for parents
- provide evidence
- pass information on to the next teacher at the end of the year