



Waterhouses CE Primary Academy and Nursery

"Let your light shine"

Make your light shine, so others will see the good you do and will praise your Father in heaven. Matt 5 v 16

Geography Curriculum Statement

Intent

At Waterhouses Primary we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at Waterhouses Primary Academy and Nursery enables children to develop knowledge and skills that are transferable to other curriculum areas, and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. Waterhouses' natural local environment lends itself to this investigative approach, particularly linking to the Forest School and Local Area Visits.

We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed develop knowledge and skills that are progressive, as well as transferable, throughout their time at Waterhouses Primary Academy and Nursery and also to their further education and beyond.

Implementation

Geography is taught as a discrete subject in Key Stage 1 and 2 and in our EYFS we recognise the importance of developing Geographical enquiry and curiosity as a key area of learning. Understanding the World involves guiding children to make sense of their physical world and their community. In both the outdoor and indoor learning areas there are opportunities for both child-led and teacher directed exploratory play. The children are encouraged to follow their curiosity, explore using their senses, observe, predict, investigate and be creative when following their natural inquisitiveness.

In Key Stage 1 and 2 we use the Grammarsaurus Scheme of Work for planning and resources. Grammarsaurus provides a progressive and systematic approach to covering the National curriculum whilst also offering local studies and fieldwork units. Planning provides subject specific support for class teachers and gives opportunities for pupils to reflect regularly on their learning.

The curriculum is designed to deepen pupils' understanding of Earth's key human and physical resources and supports the pupils to develop contextual knowledge, understand geographical processes and grow in competency in the geographical skills. Where possible children actively engage with the local community and explore their local area, completing fieldwork and regularly taking part in Forest School.

Geography is taught in blocks throughout the year, so that children can achieve depth in their learning, ensuring that knowledge builds progressively and that children develop skills systematically. Within all sequences of lessons, teachers utilise progressive questioning which extends to and promotes the higher order thinking of all learners. In the Grammarsaurus Unit of Work each lesson answers a question, linked to the overarching topic of that block of lessons.

From Year 1 onwards each new unit of work begins with an opportunity for children to share what they already know. This is done through a flash back activity which is appropriate for each year group. This helps children to retrieve what they have learnt previously, identify what they already may know and possibly highlight any misconceptions held. This provides the teacher with an insight into the children's 'starting points' for the unit and can inform planning. This ensures that new knowledge is taught in the context of previous learning to promote a shift in long term memory.

Key vocabulary for the new topic is also introduced as part of the unit introduction and the Knowledge Organiser, which is stuck in at the start of each new unit of work. This provides definitions and accompanying visuals for each word to ensure accessibility to all. This approach also means that children are able to understand the new vocabulary when it is used in teaching and learning activities and apply it themselves when they approach their work. The Knowledge Organiser also includes key questions we will be answering during the unit and also an explanation of key concepts. In Geography this may include information about location - including maps, climate, human and physical characteristics. This supports the pupils to build on their substantive knowledge.

Impact

As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context. Children enjoy geography and will be inquisitive and curious, being able to ask and answer important questions about the world and be confident in accessing geographical information using a variety of sources.

Geographical understanding, respect and care for our world, as well as children's spiritual, moral, social and cultural development is further supported by links to our local community, chapel and Lichfield Diocese. By taking part in an annual Geography curriculum day, celebrating awareness days (such as Earth Day) and taking part in supporting charities helping those

around the world (Comic Relief) our children see Geography in context and how diverse and important our world is. Our children have a growing knowledge of the world and their place within it and the importance that we as citizens have on it.