



## **Geography Curriculum Statement**

### **Intent**

Geography has always been held in high regard at Baguley Hall Primary, with the school's prime location in what used to be recognised as the greenest location in Manchester. The geography curriculum at Baguley Hall makes full use of the resources we have on our doorstep within the immediate and wider local area. Enabling children to develop a deep understanding and experience the different geographical features that we are surrounded by.

Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The geography curriculum at Baguley Hall is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. In line with the national curriculum 2014, the curriculum at Baguley Hall aims to ensure that all pupils:

- Gain a coherent knowledge and understanding to encourage geographical questioning regarding both our local area and the wider world.
- Are encouraged to use fieldwork and on hand experience to develop a range of explorative ways to develop geographical thinking.
- Begin to understand the complexity of the world and how it supports life. For example, the water cycle, import and exports and other economic activity, natural resources, the weather and land use along with the geographical similarities and differences between local and international places.

### **Implementation**

Geography is taught in blocks throughout the year on a two-year cycle, so that children achieve depth in their learning. Children are taught Geography in key stages: KS1, LKS2 and UKS2. This ensures that all children receive a quality and focussed Geography curriculum. Teachers identify the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. These topics are then linked to the UNCRC, as we are a Rights Respecting School (RRS), and to Peace Mala, both of which underpin the School's ethos. By the end of year 6, children will be able to analyse statistical information and draw conclusions about different locations. They are able to read the eight points of a compass to communicate their learning about the UK and the wider world. Children are also able to understand the difference between human and physical geographical features and how this impacts on life.

Cross curricular outcomes in geography are specifically planned for to allow children to develop the knowledge they have gathered by experiencing the 'skill'. There are strong links between the geography curriculum and opportunities for extended, knowledge based writing enabling further contextual learning as well as links to articles in the UNCRC. The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the national curriculum. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge. Within our knowledge-rich approach, there is a strong emphasis on people and the community of our local area.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

### **Impact**

Outcomes in Topic and English books, evidence a broad and balanced geography curriculum and demonstrate the children's acquisition of identified key knowledge. Children review learning objectives at the end of every lesson and are actively encouraged to identify their own target areas, with support from their teachers. Children also record what they have learned comparative to their starting points at the end of every topic through thought showers and KWL tables.

Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of the United Kingdom and that of the wider world. Through this study pupils learn to ask perceptive questions, analyse statistics, gather evidence and develop their geographical knowledge and understanding by both learning and experiencing.



## **Geography Curriculum Statement**

### **British Values, Peace Mala and Rights Respecting School**

As a school, we value the diverse ethnic backgrounds of all pupils and families and undertake a variety of events and lessons to celebrate these. We have found this approach to be enriching for all parties as it teaches tolerance and respect for the differences in our community and the wider world. Underpinning all this, a range of curriculum topics which have strong links to the United Kingdom. Peace Mala underpins the British Values of cultural diversity, food sources, housing and homes and the understanding that everyone is different and that is OK! Which in turn underpins the Geography curriculum at Baguley Hall and this is seen throughout the school at every stage of learning. Through the teaching of geography, children begin to understand the world around them and how people, animals, plants, weather, science and much more are all connected. To study geography is to study connections and relationships within the human and physical world and how they can impact each other.

In Key Stage 1 Local geography is taught by exploring our local area and its features. The children go on local walks to find the features we have been learning along with the countries and capitals of the UK. Children also learn about the 7 continents, 5 oceans and the relevance of the equator through a 'Hot and Cold Places' topic. We also look at similarities and differences between an area of the UK and an area in Kenya during our 'Kenya' topic.

In Lower Key Stage 2 Our local area is spread a little wider to cover Manchester and our links to Europe. Children build on their knowledge of the UK and are then able to name and locate European countries. Pupils also research the Rainforest to develop an understanding of deforestation, indigenous tribes and compare this to an area within the UK.

In Upper Key Stage 2, children's learning expands out of the UK and Europe to the rest of the world with focus on North and South America, which also builds on their knowledge on the Rainforest from Lower Key Stage 2. Pupils learn how countries are interconnected and can explain the similarities and differences between some of these countries.

Baguley Hall is a Rights Respecting School and the teaching of Geography allows learners to deepen their understanding of why the UN is important, the need for global unity and gives pupils the opportunity to empathise with other indigenous people's experiences and how their own experience may differ due to the UNCRC.

### **EYFS**

Early years explore geographical themes and content through the Understanding of the World strand of the EYFS curriculum. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and the environment around them. They are assessed according to the Development Matters Attainment targets.

### **Key Stage 1**

During Key Stage 1, children begin to develop an awareness of their local area and what a geographical feature is. They are able to distinguish between human and physical features and locate these during fieldwork activities. Children develop an understanding of the United Kingdom, its countries and their capitals. We also begin to understand people and places and the different jobs there are locally along with symbols, keys, the four compass directions (North, East, South and West) and beginning to read and understand maps. Within this key stage we investigate the weather patterns of the world and how the equator affects this along with the continents and oceans. Pupils also begin to develop an understanding of the similarities and difference between where we live and our lives to those of others in the world. To do this we focus on one country outside of Europe.

### **Key Stage 2**

Throughout Key Stage 2, pupils should continue to develop their geographical knowledge from Key Stage one and revisit the key elements of the continents, oceans and the UK, its countries and their capitals. Initially the children expand the local area to include the whole of Manchester. Leading on from the continents they then take a closer look at Europe and its countries. Pupils then further develop their understanding of people and places by researching Rainforests and the impact that deforestation has on the world and the indigenous tribes that live within these areas. They continue to develop their map skills by understanding plans and also other digital technologies.

## **Geography Curriculum Statement**

The Key Stage then develops even further, more emphasis is then put onto the economic activity of human geography and the effect this has on people and places, climate zones, vegetation belts and a range of natural resources such as minerals, energy, food and water supplies are also researched. The eight points of the compass are taught and knowledge of how to communicate this in relation to the United Kingdom and the rest of the world. Symbols and keys are used to understand Ordnance Survey maps and children are also introduced to a range of additional versions of maps such as a topological map. Field work and sampling is undertaken during a 'Rivers' topic.

Similarities and differences are compared between a range of countries worldwide. During this key stage pupils will further develop their understanding about weather patterns to include natural disasters. Looking at the effects that these have on the people who live in these countries and the effect on surrounding areas. Which again links to UNRC along with the ongoing understanding of geographical diversity around the world.

## **Teaching and Learning**

Across the whole school, there are three key geographical learning strands that the children will explore over the course of their education at Baguley Hall:

- To investigate places
- To investigate patterns
- To communicate geographically

As pupils develop these skills in a range of contexts, so too will they develop the ability to be independent learners. Using the key geographical skills they have gained to locate and understand the world and its countries along with the geographical features of the world and how different parts of the world all play an important part in sustaining life. Learning from these strands helps children to foster an enthusiasm and sense of pride in our country and the world, encouraging pupils in their first steps towards being life-long learners.

The learning intention for each lesson is informed by the national curriculum 2014 and children are guided towards this within each lesson through the use of a success criteria. Children also have access to knowledge organisers or 'sticky knowledge mats' which provide key vocabulary that is topic specific and supports teachers in planning effective lessons and supports learners to become independent life-long learners. Teaching and learning in geography are supported by a wealth of resources within school, online, in the local community, RRS, British Values and Peace Mala.

## **Assessment**

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key geographical knowledge is taught to enable and promote the development of children's geographical enquiry skills.

Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- The use of Knowledge organisers or 'sticky knowledge' is used in every lesson, so that children can guide their own learning as well as understand key vocabulary for each topic that they study.
- Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.

## **Equal Opportunities and Inclusion**

At Baguley Hall Primary school 'Putting children first,' is our motto and we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.

Peace Mala and RRS is reflected in all that we do, not just in learning but in the way that we act every day. Support for specific individuals is well considered and planned for, with consideration given to how greater depth



## **Geography Curriculum Statement**

and further challenge can be provided for and demonstrated by children who require further challenge. All pupils are entitled to access the geography curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility and reasonable adjustments are made when needed, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential. Teaching takes account of children's own interests to ensure topic relevance to all individual learners.

*“The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together. “*

*(Barack Obama)*

*“Geography is the subject that holds the key to our future.”*

*(Michael Palin)*

March 2020

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