



GATEWAY FEDERATION SUBJECT STATEMENTS

Curriculum Subject Area Geography

Date Nov 2021

INTENT (Aims, Aspirations, Linked to school values, Linked to our 'Federation Curriculum Statement')

Here, at the Gateway federation, we believe a high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

The Geography curriculum is taught in a way that provides them with factual knowledge of Geographical locations, processes and skills.

The knowledge will include contextual understanding of their local environment and the wider world in terms of both human and physical influences. In that children can name and describe specific places and features of significance. Also, that they can explain and identify the differences between human and physical Geography so they can better understand the impact that one has on the other, and both have on themselves.

Through understanding the processes that have formed the different human and physical things they learn about; the children can have a deeper understanding of the cause of global and local variation and change over time.

To help them obtain this knowledge they will use and develop the Geographical skills of:

- Analysing data through fieldwork and research.
- Interpreting information from a range of sources including maps, aerial photographs, globes, diagrams and Geographical information systems.
- Communicating Geographical information in a variety of ways including maps, data and writing at length.

It is our intention that Geographical knowledge, understanding and skills will provide our children with the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change.

IMPLEMENTATION (Long term Plan, Teaching approach, Wider community, Ensuring Progression, Wider Opportunities, Enrichment / Additions to the curriculum.)

We structure our pupils' learning around "Imaginative Learning Projects" that run for half or a whole term. The projects are implemented in such a way as to develop each child's understanding of all subjects in a contextual and cross curricular way to increase engagement and retention of knowledge. Some of the projects have a slant towards particular subjects, including Geography, such as the "Street detectives" project. The aim is that these projects start with an inspiring introduction such as a class trip. At both schools the children go out and about learning about their local area, including playing Pooh sticks and releasing tadpoles to make the experiences more memorable and fun.

At the beginning of a project the children are encouraged to convey what they already know and what they would like to find out so the learning is more personal to them. This informs our programmes of study alongside planning between both school and across the ages to ensure an inclusive Geography curriculum that progresses and stretches the children's learning as they move through school.

Children who have SEN or EAL are supported in a number of ways including; teaching key vocabulary prior



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to/at the start of the topic, seating children alongside good role models to support one another, providing visual/practical prompts, teaching lessons using a range of different techniques to appeal to different learning styles e.g. videos, images, artefacts, texts etc. and using directed adult support.

IMPACT (Measure of Success)

Children's understanding is demonstrated and assessed in their topic and literacy books as well as through art, class / school displays and class assemblies.

Students will:

- show an increase in their knowledge of different places around the world, both near and far.
- explain why the different places are the way they are.
- use Geographical skills to do so.

Some of our youngest pupils use their Geographical skills to produce and interpret treasure maps that they use during forest school, maths lessons and their continuous provision.

When discussing different places or creatures from around the world, inspired by the class story book, project, trip or children's imagination, Google Earth is often used zooming in from the globe perspective to highlight the different places on Earth and their positions in relation to each other. This provides children with small reminders of Geographical knowledge and reinforces their Geographical skills frequently to embed their learning and put their Geography learning into a cross curricular context.

Our diversity themed Science day resulted in a plethora of Geography related work such as displays depicting many different environments that lead to discussions of how the places varied and how that effected the people and animals living there.

Areas for development for the subject (2 or 3 points at the most)

- Ensure frequent small Geography related references throughout the year to embed the children's understanding; e.g. place knowledge.
- Further opportunity to put their geography skills to use in a practical way.

Examples of experiences & activities children will have / do.

- Trips in the local area to see change over time and use their geographical skills in a real-world practical way. Y5 local stream investigation, with opportunities for measuring and exploring evidence of physical processes.
- A beach trip, to include consideration and comparison of coastal, physical and human features.