

# Geography Subject Statement



## **Ethos and Intent**

At Alveley Primary School, through our Geography curriculum, we aim to expand geographical vocabulary, increase our children's knowledge and curiosity of the wider world and promote high aspirations. We seek to create a life-long love of the subject, through teaching our children about diverse places, people and resources. Through the study of natural and human environments, as well as physical and human processes, our desire is to provide our children with a sense of awe and wonder about the world they live in. As they continue on their journey of Geography, we aim to foster a deep understanding of the subject that develops alongside their geographical skills. Our aim is that our children go on to apply these skills across all subjects, as well as in their futures beyond Alveley.

## **Implementation**

Based upon the National Curriculum and the individual needs of our children, we have created a Geography progression map, which sets out the objectives taught in each year group. It is backed by the Kapow scheme of learning, but has been tailored to ensure it is relevant to our pupils and our locality. Geography is taught 3 half terms per year, always during opposing half terms to history, ensuring all pupils have a consistent diet of humanities across every half term.

### **EYFS –**

- In the Early Years framework, Understanding the World is a specific area of learning broken down into three areas. The area specific to Geography is The World. During their time in EYFS, pupils will be taught about the similarities and differences of different places and objects. They will be able to describe their own locality, including the layout of their house and how they travel to school. Pupils will be able to explain where local amenities such as the vets, post box and church are in relation to the school.

### **KS1 –**

- Geography is taught in 3 half termly blocks per year.
- There is a focus on The United Kingdom during Key Stage 1, with pupils learning about their immediate locality, as well as specific questions such as what the coastlines of Britain are like, or what the weather is like in Britain.
- There will be one study of a wider locality during this Key Stage, with pupils looking at the city of Shanghai and looking at the similarities and differences between the two localities. There is also a comparison of hot and cold places, with pupils challenged to decide which are they would rather live in, and why.

### **KS2 –**

- Geography is taught in 3 half termly blocks per year.
- During Key Stage 2, pupils move further afield, and while our programme of study will continue to include the United Kingdom, we will also look to Europe, North and South America and Africa. This includes studies of location and characteristics of a range of the world's most significant human and physical features. These will include volcanoes, deserts and oceans.
- Pupils' skills will be refined and more complex measuring and recording will take place. This will include, for example, the use of ordnance survey maps to recognise contours and 6 figure grid references, as well as recognising 8 point compasses, not just 4 point.

## **Impact**

Our well-planned Geography curriculum ensures that children are competent in the geographical skills needed to collect, analyse and communicate data, and to interpret a range of geographical sources, including maps, globes and aerial photographs. Children are able to communicate information in a variety of ways including maps, numerical and quantitative skills and a range of literacy skills.

Outcomes in this subject are measured in several ways:

- Assessment against end of KS objectives.
- Book looks
- Planning scrutiny
- Link governor visits/ discussions
- Pupil interviews

## **SEND**

Geography is a fully inclusive subject at Alveley and we are committed to the Special Educational Needs and Disability Code of Practice. Wherever possible, the curriculum is not narrowed for pupils, with the hope that through clear differentiation or targeted support and scaffolding, pupils will be able to work towards age-appropriate learning goals, regardless of the nature of their additional need.