

Curriculum Statement for Geography



Intent

What we aim to achieve:

At Red Oaks, we believe that we can inspire all of our young Geographers to explore their locality and world around them. Both our Geographical and Global curriculum, provides our pupils with an understanding of places and environments and an understanding of what it means to be a global citizen. We promote our children to be inquisitive learners and ask key Geographical questions. Through using varying locations and real-life concepts, children gain further understanding of their environment. They carry out regular field work studies. The Geography curriculum has been carefully crafted so that our children develop both their Geographical skills and knowledge. Our children will gain knowledge of the four key areas (Location and Place, Human and Physical and Fieldwork) as they travel through different continents across the world throughout their primary journey

Implementation

How we will achieve this:

Geography at Red Oaks is taught in a cross curricular way through a yearly cycle of units which are planned using the skills and knowledge set out in year group progression maps.

Each year group covers different units which incorporate the teaching and learning of a variety of geographical skills. Children will learn through an enquiry approach. They will ask questions (wonderings) at the beginning of the unit and will aim to answer these throughout the duration of their learning. Through this enquiry approach, children will discover that geography has an important place in their learning and in their lives.

Each lesson will have a knowledge based I can, a wondering link and a Geographical skill from the year groups objectives.

Alongside the National curriculum 2014, our key aims for Geography at Red Oaks are:

- To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- To ensure children 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, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Impact

How do we measure the impact:

Through implementing the above, children should demonstrate an enthusiasm and passion for Geography and the world around them. The subject leader ensures that both knowledge and skills are taught simultaneously through learning walks, pupil conferencing and folder scrutiny. At the end of each term the KPI objectives are used to provide the termly assessment made where children are determined to be Working Towards, Working At or Greater depth.