



Little Houghton CEVA Primary School
Curriculum Statement for the Teaching and Learning of Geography

Our Vision for Little Houghton CE Primary School

'Learning for Life'

Through:

- ❖ **Growth – realising our potential**
 - ❖ **Community – sharing and contributing**
 - ❖ **Spirituality – reflecting and thinking deeply**
 - ❖ **Environment – appreciating local and global environments**
- So that each child can flourish – like a flower of the field (Psalm 103:15)**

Our curriculum vision is reflected in geography through the key concepts of:

Locality

Locality refers to place, spot, or district, or geographical area and can be linked with our focus on **Environment** (appreciating local and global) – the 'where'

Settlements

Settlement refers to a place where people live and can be linked with our focus on **Growth** (realising potential), **Community** (sharing and contributing) and **Spirituality** (Reflecting and thinking deeply) – the 'who', 'why' and 'what impact'

Intent

The aims of teaching geography in our school have the two key concepts of **locality** and **settlement** woven throughout:

The intention of the Geography Curriculum at Little Houghton CE Primary School is to inspire children's curiosity and interest to explore the world that we live in and its people. Our vision for the school and the curriculum, clearly identifies that an appreciation of local and global environments is a key focus for all children here at Little Houghton and we are fortunate to be located in a village setting with large grounds, near to the town centre and other local amenities which are within walking distance.

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 connected geography curriculum at Little Houghton 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 too. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills.

The curriculum is designed to ensure that teaching equips pupils with knowledge about places, people, resources and natural and human environments, together with a secure understanding of the Earth's key physical and human processes. As pupils progress through the school, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge and skills are progressive and are sequenced to provide the framework and approaches that provide an explanation of how the Earth's features at different scales are shaped, interconnected and change over time. Through our Connected Curriculum units, we intend to provoke thought, questions and to encourage children to discover answers for themselves through exploration and research to enable them to gain a greater understanding and knowledge of the world and their place in it.

Implementation

Teachers have identified the key knowledge (substantive and disciplinary) of each Connected Curriculum unit and these are mapped across the school, ensuring that knowledge builds progressively and that children develop skills systematically. Existing knowledge is checked at the beginning of each unit, which ensures that teaching is informed by the children's starting points and that it takes account of pupil voice, incorporating children's interests. Learning tasks are selected and designed to provide appropriate challenge to all learners, in line with the school's commitment to inclusion. At the end of each topic, key knowledge is reviewed by the children and checked by the teacher and consolidated as necessary. Teachers make opportunities available to use the extensive school grounds and the local area for fieldwork to enable children to base learning on first hand experiences to enhance teaching and learning in Geography

Each class has a long-term plan with two to three Geography based units, which are covered over two years. Units usually alternate with those that are History based. Geography may be linked into some History units, where appropriate, to develop children's knowledge and understanding. It will also ensure all areas of the curriculum are covered in depth.

In KS1 and now in EYFS too, we use an approach called Mantle of the Expert to deliver some aspects of our Connected Curriculum Units. Mantle of the Expert is a method of teaching that immerses the children in an imaginary context, through which learning is purposeful and engaging. The children become an expert team and are given problems to solve and tasks to complete within that team. We use this approach to teaching in KS1 and EYFS because it provides children with a purposeful context for their learning, giving what they are learning a meaning and putting it to practical use. Through the fictional context children learn science, history, geography, D.T and art. Beyond this it gives them an opportunity to develop their problem-solving, teamwork and speaking and listening skills. Where it fits, there are also opportunities for purposeful pieces of writing within the story. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each Connected Curriculum unit of work covered throughout the school, centred firmly on the key concepts of **settlement** and/or **locality**.

Impact

Children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it by the time they leave the school. They will:

- Have a secure knowledge of where places are and what they are like
- Have a secure understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- Have a strong base of geographical knowledge and vocabulary
- Be confident in geographical enquiry and have the ability to apply questioning skills and use analytical and presentational techniques
- To utilise fieldwork and other geographical skills and techniques, including as part of a residential experience in UKS2
- Have a sense of curiosity to find out about the world and the people who live there
- Have the ability to express well-balanced opinions, rooted in good knowledge and understanding about current issues in society and the environment
- Children's knowledge and skills develop progressively as they move through each class, age and stage. This enables them to meet the requirements of the National Curriculum, prepares them to become competent geographers in secondary education and ensures that knowledge has been retained in their long-term memories.

