**Geography Curriculum Intent**

At Kirkby CE Primary School, we believe deeply in the importance of helping our pupils develop as a whole person – happy and ready to take the next steps into their education and lives beyond primary school, regardless of their starting point.  We celebrate our difference.

Our aim is to create an exciting, interesting set of activities that are underpinned by the knowledge, skills and understanding relevant for each year group.

 ­­­­­­­­­­­­­Geography will promote and foster confidence, independence, co-operation and self-esteem throughout the time the children are at Kirkby CE Primary School, which will prepare them for life in 21st Century Britain.

Our offer is underpinned by our vision and ethos of ‘Building on a tradition of achievement and values in a caring environment”.  We want all of our children at Kirkby CE to leave with a range of experiences, the self-belief to excel and to understand the feeling of enjoyment.

The primary purpose of our curriculum is to guarantee a successful learning experience for every child. With this in mind, we are committed to ensuring that every child is developed to their full potential within Geography.

* Every child will be educated to the highest possible standard, as set by the Department for Education.
* Every child, in every lesson, will be provided with opportunities to: be engaged in, challenged and process their learning.
* Every child will be provided with opportunities to increase their self-esteem, motivation and aspirations.
* Every child will be encouraged to be enterprising, creative and resilient in order that they may succeed in an ever-changing world.
* Every child will be provided with opportunities to experience the wider world as a core part of their curriculum.
* Every child will be taught about budgeting and financial management in order that they may succeed in an increasingly unpredictable financial world.

Our daily assessments and timely feedback means that teachers and pupils always know exactly how much progress they are making and where they may need more help.

Our clear curriculum overviews and medium term plans are designed to:

* Develop strong characters in order to be resilient and cope with adversity.
* Develop creative individuals who collaborate and co-operate and can solve problems seeing failure as an opportunity to learn.
* Develop pupils who can think critically and care about their learning so they always do their best.
* Develop pupils who care about their role as part of a family, community and the wider world; encouraging them to feel part of, and to contribute positively to fundamental British values.
* Ensure all pupils have high aspirations.
* Develop a thirst for learning for all pupils

**Planning and Teaching**

 We want all of our children at Kirkby CE to leave with a range of experiences, the self-belief to excel and to understand the feeling of enjoyment.

Our curriculum is carefully crafted so that our children develop their academic, social and cultural capital.

Teachers use carefully chosen experiences to enhance the subject taught.

Based on our knowledge of the National Curriculum 2014, we have broken down the programmes of study into a series of skills and knowledge and our long term curriculum plans show how at Kirkby CE we intend to cover the fundamental concepts of Geography. This includes the building of skills and concepts over time.

We recognise children’s prior learning, encourage the children to develop interpersonal skills, build resilience and become creative, critical thinkers. Children are supported to achieve their potential and progress with confidence to the next phase of their education.

Our approach to teaching and learning supports our curriculum by ensuring that lessons build on prior learning and provide opportunities for guided and independent practice. The development of children’s knowledge and skills across all primary subjects is key when building on prior learning, this supports pupils for the next stage of their learning.

**Aims and objectives in Geography**

**Geography Curriculum Intent**

At Kirkby CE Primary School we are geographers!

We want our children to love Geography. We want them to have no limits to what their ambitions are and grow up enabled to become cartographers, town planners, conservationists or weather forecasters. We want our children to remember their Geography lessons in our school, to cherish these memories and embrace the geographical opportunities they are presented with! Bringing Geography alive is important at Kirkby CE School.

The Geography curriculum promotes curiosity and a love and thirst for learning and, as in all curriculum areas, empowers our children to become independent and resilient learners and citizens. We want to equip our children, not only with the minimum statutory requirements of the Geography National Curriculum, but to prepare them for the opportunities, responsibilities and experiences of later life.

The main aims of Geography are to:

* develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes 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 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.

Pupils should be taught to:

Key Stage 1

* Investigate the world’s continents and oceans.
* Investigate the countries and capitals of the United Kingdom.
* Compare and contrast a small area of the United Kingdom with that of a non-European country.
* Explore weather and climate in the United Kingdom and around the world.
* Use basic geographical vocabulary to refer to and describe key physical and human features of locations.
* Use world maps, atlases and globes.
* Use simple compass directions.
* Use aerial photographs.
* Use fieldwork and observational skills.

Key Stage 2

* Locate the world’s countries, with a focus on Europe and countries of particular interest to pupils.
* Locate the world’s countries, with focus on North and South America and countries of particular interest to pupils.
* Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.
* Locate the geographic zones of the world.
* Understand the significance of the geographic zones of the world.
* Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).
* Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.
* Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.
* Describe and understand key aspects of:
	+ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle
	+ human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.
* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
* Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.
* Use a wide range of geographical sources in order to investigate places and patterns.
* Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies

These objectives can be met if we enable children to have:

* An excellent knowledge of where places are and what they are like.
* An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
* An extensive base of geographical knowledge and vocabulary.
* Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
* The ability to reach clear conclusions and develop a reasoned argument to explain findings.
* Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
* Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
* A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
* The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

**Resources**

All specialised Geography resources are kept in the general stock cupboard. It is the responsibility of the teachers to return the resources in good condition as soon as they have finished with them. In each class there is permanent access to atlases and globes to cater and encourage ad hoc interest. In the library we have a good supply of geography topic books.

**Health and Safety**

In their planning of activities, teachers will anticipate likely safety issues. They will also explain the reason for safety measures and discuss any implications with the children. Children will always be encouraged to consider safety for themselves, others and the environment and the resources they use, when undertaking Geography activities.

The following considerations are carried out to safeguard children from being put to unnecessary risk.

Before undertaking any activity that may pose a hazard to staff or pupils a full risk assessment will be undertaken. It is the responsibility of the class teacher leading the activity to ensure that this is undertaken.

Any off-site visit will be conducted in line with school policy and the relevant risk assessments completed. Risk Assessments for off-site visits are held in the school office. Teachers are required to ‘tick’ the risks relevant to their trip.

**Assessment**

Assessment in Geography is used to inform planning and facilitate differentiation. The assessment of children’s work is on-going to ensure that understanding is being achieved and that progress is being made. AFL is used to offer clear feedback and improve a child’s involvement and progress.

At the end of each topic the class teacher must plan and undertake an assessment task with the class and complete a tracking assessment sheet stating if each child is working towards the expected standard, at the standard or at greater depth.

**Monitoring**

The Subject Leader will monitor progress according to the monitoring timetable. Subject leaders are expected to monitor in the following way over the course of the academic year:

* Learning walks;
* Pupil conferencing;
* Book scrutiny including learning logs;
* Planning scrutiny.
* Lesson drop ins

Adequate notice should be given and provide a clear focus for any activity that is due to be undertaken. The outcomes of any monitoring activity is feedback to the SLT and Staff through the relevant meetings.

Progress should be clearly evident over the course of Geography topic.

**Staff Development**

Staff CPD within Geography is linked to the school development plan If a member of staff asks for support then the subject leader can offer this themselves through coaching and mentoring or will find a suitable course for that teacher to attend (subject to SLT approval and budget). Subject leaders may also lead parts of INSET days and staff meetings to ‘cascade’ information through the school or to train all staff in a particular area.

**Equality**

Please refer to the school’s equal opportunities policy for further information.

All pupils have equal rights to access learning opportunities across the whole curriculum irrespective of ethnicity, religion, gender, disability or social circumstances.A wide variety of strategies can be used to ensure that teaching meets the needs of different groups of pupils. These include:

* Differentiating lessons (through use of resources, tasks, level of support, outcome);
* Using a range of teaching styles to match the range of learning styles represented in a typical class;
* Ensuring the classroom environment is safe and secure and accessible for all.

**Policy was compiled by Miss Gemma Brack Geography Subject Lead**

**Date of Policy: Autumn 2021**

**Date of Review: September 2023**