

Geography Curriculum Statement

Intent

Our geography curriculum plays a key role in the delivery of our school's 3 key drivers. We aim to inspire pupils' curiosity about the world and its people that will remain with them for their rest of their lives. We aim for our children to develop into responsible, independent citizens of their communities: locally, nationally and internationally. We aim for our children to be confident members of society, who feel valued and appreciated, and believe that they have the power to influence others.

Our aims for geography are for pupils to:

- Develop contextual knowledge of the location of globally significant places
- Understand the processes that give rise to key physical and human geographical features of the world
- Be competent in the geographical skills needed to:
 - Collect, analyse and communicate with a range of data gathered through fieldwork
 - Interpret a range of sources
 - Communicate information in a variety of ways

The geographical knowledge and skills we intend our curriculum to develop can be grouped into 3 Threshold Concepts, which we use to help plan our pupils' learning journeys across our geography curriculum.

Investigate places: This concept involves understanding the geographical location of places and their physical and human features.

Investigate patterns: This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.

Communicate geographically: This concept involves understanding geographical representations, vocabulary and techniques.

We aim for children to leave as proud 'Warringtonians', knowing what makes where they live special.

Geography in Early Years

In EYFS the children are keen to learn about the world around them. The curriculum has been designed to give children some experience of different countries; investigating what the weather and seasons can be like. The EY learning environment includes globes, world map jigsaws, an aerial view of the school and looking at texts that feature illustrations and stories from other cultures. This is particularly useful with children whose families originate from other countries and it gives us the opportunity to learn and celebrate different nationalities.

Implementation

Management of Geography

Governors and the Headteacher will ensure that:

- Geography is taught as part of the school's basic curriculum
- All pupils make progress in achieving the learning objectives of the geography curriculum

- The subject is well led and effectively managed and that standards and achievement in geography and the quality of the provision are subject to regular and effective self-evaluation
- Teachers are aware of geography's contribution in developing pupils' understanding of place, pattern and communication
- Clear information is provided for parents on the geography curriculum

The Humanities Team will monitor and evaluate geography.

Our Geography Curriculum

At Gorse Covert, geography starts locally and is linked to children's experiences within the local community. They soon show a fascination in learning about other cultures and comparing their lives with other children around the world. Our different levels of localities are studied frequently, either as a central topic, or in relation to another theme. Children soon learn about the geography and related history of Gorse Covert, Birchwood and Warrington, and this is built upon in subsequent years.

As members of the Geographical Society, our staff have access to excellent, up-to-date resources which enhance provision across the school. They also use 'Why Warrington' resources, developed by local geography consultants, which contributes to teachers' excellent subject knowledge.

Of course, teachers teaching content is only half of the job. They work hard to ensure that learning becomes stored in the long-term memory. This means that teachers are frequently referring children to what has been taught previously, which is aided by the school's spiral approach to the curriculum so that key concepts are revisited progressively.

Impact

Our geography curriculum is high-quality, well-thought-out and is planned to ensure progression. If children remember most of the knowledge and skills taught, they are deemed to be making good or better progress.

Teachers informally assess children's knowledge at the start of lessons and units through questioning and discussion. This ensures that the teacher is well-aware of the class' starting points.

The impact of our curriculum is evident through a variety of sources, such as project books and displays. However, the most accurate impact will be measured by talking to the children about what they know and can do, at a later date. The humanities team meets with children termly for this purpose, to see what they can remember from the previous term and before. These findings are then fed back to teachers to inform future planning so they can consolidate 'forgotten' learning if necessary.

To help measure this progress, we also assess against 'Milestones', used by many schools nationally to paint a reliable picture of attainment against national expectations. These also help teachers at the planning stage when they are ensuring expectations are progressively pitched.