

**At Broadfield Academy, the following subjects make up our Topic Curriculum: History, Geography, Art & Design, Design & Technology and Music.**

## **Intent:**

At Broadfield Academy, we value Geography as an important part of pupils' entitlement to a broad and balanced curriculum and believe that a high quality Geography education shapes well rounded and curious individuals who are curious and fascinated about the world and its people. Our Geography curriculum provides pupils with opportunities to develop their knowledge, skills and understanding about diverse places, people, resources, the natural environment, the human environment and the Earth's key physical and human processes. The cross curricular nature of Geography offers a setting for children to apply knowledge and skills linked to other subjects, including English, Maths, Science and History.

The aims of our Geography curriculum is to deliver a curriculum that is accessible to all pupils, so they know more, remember more and understand more. Our Geography curriculum aims to:

- + Deepen pupils' understanding of the interaction between human and physical processes and of the formation and use of landscapes and environments.
- + Give pupils the exposure to a range of practical experiences, which build their geographical knowledge, understanding and skills enabling them to explain how the Earth's features are shaped, interconnected and change over time.
- + Learn about a range of significant figures in the field of geographical enquiry and look at their contributions to our knowledge of the world we live in today.

## **Implementation:**

At Broadfield Academy, our Geography curriculum follows the guidance stated in the National Curriculum. Geography lessons follow a clear and consistent teaching sequence and is taught through the Topic curriculum. The skills for each foundation subject, including Geography are mapped out on the teacher's Topic planning document. It clear where Geography skills are taught within the Topic curriculum as teachers have linked these to each lesson with their scheduled Topics throughout the year. We expect all our teachers to follow the sequence outlined on the curriculum overviews.

**The National Curriculum for Geography aims to ensure that all pupils in KS1 and KS2:**

- + 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 begin their journey in Geography in EYFS where they progress through the EYFS curriculum with Knowledge and Understanding of the World and onto the National Curriculum in Key Stage One and Two.

Through our engaging Geography curriculum, In Key Stage 1, we give our pupils opportunities to develop their knowledge, skills and understanding relating to their own environment and the people who live there and an awareness of the wider world, in accordance with the KS1 National Curriculum.

In Key Stage 2, Geography extends pupil knowledge, skills and understanding relating to people, places and environments in the United Kingdom and beyond, developing an appreciation of how places relate to each other and the wider world, in accordance with the KS2 National Curriculum.

A strong focus for teaching is the use of correct technical vocabulary. Teachers carefully plan the language they use during their sessions and model, through discussion and subject specific vocabulary to help embed this language in the children's long term memory.

### **Research:**

As part of the Geography curriculum, pupils are given opportunities to use a variety of research mediums to develop independent thinking and promote curiosity by utilising internet search engines, books and discussions. This allows pupils to lead their own learning and feed their inquisitiveness and raise their engagement in this subject.

### **Basic Skills:**

English, Maths and ICT skills are taught during discrete lessons and are interwoven in the Geography curriculum. This enables pupils to apply and embed the skills they have learnt in a purposeful context.

### **Cultural Capital:**

Where possible, we do our best to make Geography come alive! We plan trips, visits, invite speakers in and take children out into the community to provide first-hand learning experiences to support and develop life-skills. We recognise that to have impact, the planned cultural capital must be clearly linked to current learning, so it can be acquired and applied to what pupils already know.

### **Impact:**

As there are no national standards for Geography, we assess the subject holistically and over time. To do this, we use our school's progression map to assess progress. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. This data is analysed to inform and address any trends or gaps. Final end of year assessments are made using teacher judgements. Teacher judgements are based on progress made in class, work completed by pupils and by using the Geography progress maps.

Children in Foundation Stage are assessed within Knowledge and Understanding of the World, and their progress is tracked termly. Age related expectation levels are reported to parents at the end of the Reception year. The teaching of the use of tools, cooking equipment and sewing equipment is progressive, building year on year, to ensure that by the end of Key Stage 2, pupils have a full range of skills and understand how to use equipment safely.

### **Ultimately, the impact of each pupils' Geography curriculum journey will enable them to:**

- ✚ Know more, remember more and understand more about Geography and be ready for the next phase of their Geography journey.
- ✚ Develop strong skills, knowledge and understanding of Geography as outlined by the National Curriculum, the school's Design & Technology progress map and be able to transfer their learning in school and beyond.
- ✚ Pupils are equipped with the geographical skills and knowledge that will enable them to be ready for the secondary curriculum and for life as an adult in the wider world.
- ✚ Reflect on their learning and use this to influence the decisions they make now and in the future about people and places.