



Our aim is to provide all our children with an engaging, exciting and empowering curriculum that equipment them with the skills for success both now and in the future.

The development of our curriculum is based on the following key principles to meet the needs of the children in our community:

- To provide opportunities for all pupils to progress in their learning
- To promote spiritual, moral, social and cultural development
- To develop positive characteristics in our pupils with an emphasis on resilience for learning
- To provide pupils with a sense of place but to also widen their outlook to the world beyond.
- To give all pupils, especially disadvantaged pupils, experiences and essential knowledge that broaden their opportunities in life.

We believe the best schools reflect their local communities; we bring the community into our school and we take our pupils out into the community. The best schools also look beyond their local community and we ensure our pupils are part of the national and international conversation. We teach pupils how to be active members of the community and how to be good citizens of the world.

Curriculum statement for the teaching and learning of Geography

I N T E N T

The Porthleven Primary School geography provision is designed to develop a curiosity and fascination about the world and its people that will stay with them long beyond their time at Porthleven. Through a broad, balanced and inclusive curriculum, we will ensure the progressive development of geographical concepts, knowledge and skills; enabling the children to develop a love for geography. Geography teaching at Porthleven School should develop the children's knowledge of their local communities and what makes them unique and special. In addition, they will develop their knowledge and understanding of the wider world and enjoy learning about the world to have a better understanding of how people live in different locations.

Our geography lessons are informed and aligned with the National Curriculum. The geography curriculum is designed for children to develop and progress through core disciplinary concepts to ensure that when they leave our school they will think like geographers:

- Physical Geography
- Human Geography
- Place

	<ul style="list-style-type: none"> Geographical Skills Interconnections <p>Knowledge of abstract concepts (substantive knowledge), such as 'Environment' and 'Culture' are built on through the geography curriculum through a variety of contexts at local, national and global level.</p>			
Underpinned by	Location Knowledge and Place Knowledge	Topic Specific Vocabulary	Human and Physical Geography	Geography Skills and Fieldwork
	Porthleven pupils will develop a fantastic knowledge of where places are located, both in Britain and the wider world. They will investigate what these places are like and make comparisons.	Porthleven pupils will understand and use appropriate topic vocabulary.	Porthleven pupils will learn the differences between human and physical geography, expressing their opinions on current issues with the environment.	Porthleven pupils will develop excellent geographical and fieldwork skills, applying questioning skills to develop enquiries.
Implement a	Curriculum Approach Well Planned lessons will engage pupils and provide all children the opportunity to develop their geographical skills. At Porthleven School we use 'Connected Geography' and 'Quigley Geography' as our primary scheme of works to ensure we have a coherent and logical progression of skills and knowledge.	External Stimuli Through trips and visits, children will be given the opportunity to develop their skills and knowledge beyond the classroom. We are fortunate to be able to draw on Cornwall's rich geographical landscape. Nearby places of interest include The Cober River, Mounts Bay, Godolphin & Tregoning Hills, Praa Sands.		Discussion is key in allowing children to share and consolidate their knowledge.

ti o n	Knowledge Organisers Help our pupils to relate each topic to previously studied topics and to form strong, meaningful schema. The knowledge organisers include the concepts taught and vocabulary that the children will understand and apply during their Geography Units.	British Values The fundamental British values taught in Porthleven School are: <ul style="list-style-type: none"> • democracy; • the rule of law; • individual liberty; • mutual respect for and tolerance of those with different faiths and beliefs and for those without faith; <p>Through the geography curriculum children are taught about how democracy and law is important in protecting our natural and built environments. It is also important that children recognise the importance of free speech and how individuals and organisations have effected change.</p>	Books and assessment Children complete basic, advanced or deep learning activities, working individually, in pairs or small groups. Children's learning is recorded in their books or in KS2 on their Google Classroom platform. It may be through note-taking, diagrams, graphs, photographs, literacy or more formal investigations and explanations. Assessment takes place through <ul style="list-style-type: none"> ✓ informal judgements by staff during lesson in relation to the success criteria ✓ through POP tasks ✓ pupil and peer assessments At the end of a lesson or unit, teachers make a summary judgement about the learning of each pupil in relation to the success criteria outlined at the beginning of the unit, and records these judgements termly.
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I m p a c t	At the end of each year, pupils have developed their questioning and enquiry skills, and have gained a new understanding of the core concepts in geography in their locality and the wider world.			
	PUPIL VOICE Through discussion and feedback, children talk enthusiastically about their geography lessons and show a genuine curiosity and interest in the areas they have explored.	EVIDENCE IN KNOWLEDGE Children are able to talk enthusiastically about their knowledge of geography. Children across the school articulate well about the different concepts in geography, their	EVIDENCE IN SKILLS Pupils use acquired vocabulary to interpret and convey their understanding of the world. They can analyse and interpret information in order to question and reflect on the world and its inhabitants.	BREADTH AND DEPTH Teachers plan opportunities for pupils to study across concepts and deepen their conceptual understanding in aspects of particular geographical value. Pupils have the confidence and are inspired to further their knowledge.

		interconnectivity and the challenges facing the planet.		
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