



## Curriculum statement for the teaching and learning of Geography

“Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. For me geography is a great adventure with a purpose.” ~ Michael Palin

### INTENT

Geography helps us to explore and understand space and place – recognising the great differences in cultures, political systems, economies, landscapes, and environments across the world, and exploring the links between them. At Porthleven School we aim to offer a high-quality Geography education that has our curriculum drivers of ‘world Citizens’, ‘Resilient Individuals’, ‘Respectful Communicators’ and ‘Healthy Advocates’ at the heart of everything we do. 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.

Taking their first steps in EYFS in understanding the world, we prioritise encouraging children’s curiosity of the immediate world around them: Porthleven, it’s physical location and the importance and use assigned to places such as the harbour, places of worship, the surgery, and shops and the roles of people in the community. Having a strong foundation that as humans we assign meaning to ‘Spaces’ and consequently ‘Places’ children are provided with a solid foundation in which to develop their understanding of the higher order concepts such as ‘scale’, ‘interdependence’, ‘physical and human processes’, ‘environmental impact’, ‘cultural awareness and diversity’ and ‘sustainability’.

We aim to provide a curriculum that builds these concepts in a logical progression starting with the familiar and becoming more complex and abstract as our pupils’ expertise and understanding of geography develops.

### IMPLEMENTATION

#### Curriculum Design:

Learning in humanities is taught discretely with geography and history alternating every half term. Where possible we have sequenced the units so that pupils learn about the geographical context for the following history topic, for example developing their understanding of ‘Rivers’ before learning about the importance of the Nile in the development of the Egyptian civilization.

In addition to our geography curriculum being informed and aligned to the National Curriculum, we have also mapped out the substantive knowledge concepts that we wish children to learn: Physical Geography, Human Geography, Place, Locational knowledge, and Geographical Skills. This knowledge is referred to as ‘Sticky Knowledge’ with the pupils and retrieval exercises such as low stakes quizzes are planned at intervals to aid children in remembering.

Our geography curriculum is enquiry based with an overarching question that introduces the unit of learning and which acts as an end point for teachers to assess against to identify how much children have learned. The learning in each lesson will also start with an enquiry question, the substantive ‘Sticky’ knowledge and the learning objective for the lesson. Where appropriate teachers will exemplify the disciplinary practice of geographers, demonstrating how geographical knowledge originates and is revised. It is through disciplinary knowledge that pupils learn the practices of geographers.

Learning is undertaken through a breadth of contexts that enable children to describe, compare, contrast, evaluate and justify. With the support of Collin's, 'Connected Geography' teachers plan for enquiry-based learning using explicit instruction, modelled examples; use of metacognitive talk using subject specific vocabulary and provide guided and independent practice opportunities.

## IMPACT

As the Geography curriculum is defined and sequenced with attention to the types of knowledge – our assessment design is precise. Our assessment identifies the specific knowledge students have learnt and can apply, it pinpoints misconceptions and is incremental. We identify how far each aspect of the curriculum has been mastered. The evidence of impact is subject specific and ranges from written outcomes, pupils' articulation of learning, visual presentations, drama, music or dance.

### **Assessment for learning- (daily; in class)**

- Using consistent feedback and marking strategies- against success criteria (See Marking and Feedback Policy)
- Targeted questioning
- Pupil self-assessment and peer-assessment- against success criteria
- Low stakes testing – 'Rapid Recall'

### **Formative Assessment**

- Teachers assess at the beginning and end of every unit geography and history unit, through pupils answering an overarching question for the unit of learning.
- Knowledge, skills, and concepts of foundation subjects are assessed through the answering of Fertile questions.
- Learning in Geography is evidenced in our learning conversations (adult/child, child/child, etc).
- Learning in Geography is evidenced in targeted questioning and response.