Geography Curriculum

Intent

At Astbury school, our Geography Curriculum is designed to build children who are inquisitive, observant and have a passion for finding out about the world around them. Children build their cultural capital, having a wide general knowledge that they retain over time. Our curriculum is designed specifically to equip our pupils with a deep knowledge of their locality and the community in which they live. Using a sequential approach to learning, children build on previous geographical knowledge and skills. Recognising the importance of enriching our pupil’s vocabulary, pupils are introduced to topic specific language and given opportunities to use and recap it regularly so they can express their thoughts and ideas confidently and coherently. Our teaching equips pupils with knowledge about the world and its impact on the world around them and prepares them for the next stage of their education.

The aims of teaching geography in our school are:

* To inspire pupils’ curiosity and interest in the world around them.
* To understand the definitions of specific geographical terms and confidently incorporate them in class discussions and in written work.
* To learn about geographical and cultural similarities and differences throughout the world, nurturing an appreciation of the diverse society in which we live.
* For children to confidently identify the location of the world’s continents, countries, cities, seas and share knowledge about these.
* To talk about their own locality and explain how human and physical geographical features impact where they live.
* To develop the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes and aerial photographs.
* To help children understand how the human and physical features of a place shapes its location and can change over time.

Implementation

The geography curriculum at Astbury is carefully planned and sequenced so that new knowledge and skills build on what has been taught before. It is a spiral curriculum, which supports the delivery in a mixed age class but also encourages the retrieval of prior knowledge and skills to embed these. Through our teaching, we intend to provoke thought, questions and to encourage children to discover answers to their own questions through exploration and research to enable them to gain a greater understanding and knowledge of the world and their place in it. Disadvantaged pupils or pupils with SEND are supported to access the same broad and challenging curriculum

Teachers enable pupils to understand, remember and retrieve key concepts in geography, presenting information clearly and promoting appropriate discussion. Using assessment for learning, teachers check pupils’ understanding effectively, identifying and correcting misunderstandings. Teachers also use summative assessment effectively to check pupils’ retention of taught geographical knowledge in order to inform their teaching and further planning.

Impact

Our geography curriculum is carefully planned to demonstrate progression, ensuring that pupils are prepared for the next stage of their education. As children progress throughout the school, they build up a broader geographical vocabulary, developing a deeper understanding and appreciation of their locality and the wider world. Children begin to make relevant links from geography to other curriculum subjects, such as history and science. They improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. Children realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet.