



Stower Provost Community School

Curriculum drivers

The curriculum is underpinned by the school's Curriculum Drivers: [Engage, Develop, Innovate and Express](#). The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.

Geography Curriculum Statement

Ownership	HW
Created	October 2021
Approved by Governors	
Updated (if apt)	September 2023
To be reviewed	

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1. Curriculum Statement - Geography

Intent

At Stower Provost we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world as well as enjoy a sense of wonder and agency. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at Stower Provost enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills.

The curriculum is designed to ensure that teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress through the school, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge and skills are progressive and are sequenced to provide the framework and approaches that provide explanation of how the Earth's features at different scales are shaped, interconnected and change over time.

The geography projects are well sequenced to provide a coherent subject scheme that develops children's geographical knowledge, skills and subject disciplines. Geographical locations are not specified in the national curriculum, so they have been chosen to provide a broad and diverse understanding of the world. These can be seen in more detail using CurriculumPRO.

Where there are opportunities for making meaningful connections with other projects, geography projects are sequenced accordingly. For example, children revisit the geography of settlements in the history project School Days after studying types of settlements in the geography project Bright Lights, Big City. All geography projects are taught in the autumn and spring terms, with opportunities for schools to revisit less secure concepts in the summer term.

In line with the national curriculum, Stower Provost aims to ensure that all pupils across Key Stage 1 and Key Stage 2:

- 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.

Implementation

To ensure a consistent approach, History is taught in weekly sessions throughout the year so that children achieve depth and breadth in their learning. The Key knowledge and skills that children acquire and develop throughout each block have been mapped out to ensure progression between year groups throughout the school and to develop the importance of 'sticky knowledge'. This 'sticky knowledge' and key skills along with the links to the national curriculum and the progression throughout the school can be found in the Unit Overviews.

At the beginning of each project, teachers refer to historical timelines to develop children's understanding of chronology and allowing children to link their current learning with previous learning through this timeline. Throughout the unit, key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher to ensure children across the year groups are using appropriate and ambitious vocabulary, which they can carry with them across all areas of the curriculum.

By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians - the children are encouraged to be aware of what else is happening around the globe at the time of their chosen study, and indeed to make comparisons of different societies. Throughout the school, children need to be able to demonstrate an increasingly sophisticated knowledge of vocabulary and concepts such as *empire* or *monarch*.

Cross curricular outcomes in history are specifically planned for and these are indicated on the school's progression mapping and linked with the 'Big Idea' for each term. The school's own context is also considered, with opportunities for visits to places of historical interest and learning outside the classroom also identified and embedded in practice. Visits to the local area and use of local artefacts, as well as the use of online maps and photographs of the school also support contextualised learning, as well as the acquisition of key knowledge and systematic development of key skills.

Planning is informed by and aligned with the National Curriculum through 'Cornerstones' where staff have access to online plans and resources, although it is imbedded practice that these are adapted for the children in each class. However, teachers' lesson design is not limited to 'Cornerstones' planning and teachers have access to further guidance from national agencies, including the Historical Association. The history curriculum is designed to ensure appropriate diversity in the significant figures that children learn about. Teachers' cater for the varying needs of all learners, differentiating activities where necessary and as appropriate, and ensuring an appropriate level of

challenge. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge.

Geography at Stower Provost is taught mostly weekly but sometimes in blocks, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each project and these are mapped across the school, ensuring that knowledge builds progressively and that children develop skills systematically. Existing knowledge of ideas, concepts and vocabulary are checked at the beginning of each project - this ensures that teaching is informed by the children's starting points and that it takes account of pupil voice, incorporating children's interests. Tasks are selected and designed to provide appropriate challenge to all learners, in line with the school's commitment to inclusion. At the end of each project, key knowledge is again reviewed by the children and checked by the teacher and consolidated as necessary. Throughout the unit, key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher to ensure children across the year groups are using appropriate and _____ vocabulary, which they can carry with them across all areas of the curriculum.

Cross curricular outcomes in geography are specifically planned for and these are indicated on the whole school Geography Knowledge and Skills Progression Map. The Geography provision is also well resourced and specific resources are mapped to specific year groups and projects to support effective teaching and learning. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

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The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in Reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

Impact

Outcomes in 'Creative Curriculum' and English books evidence a broad and balanced geography curriculum and demonstrate the children's acquisition of identified key knowledge relating to each of the identified national curriculum strands, as appropriate to key stage; locational knowledge, place knowledge and human and physical geography. This is in addition to the development and application of key skills, supported by fieldwork.

As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context.

2. Teaching and Learning

The geography curriculum is mapped to ensure alignment with the national curriculum content and programme of study. Key knowledge and skills relate directly and build towards the achievement of end of key stage 'end points', informed by the KS1 and 2 National Curriculum statements for: **Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical Skills and Fieldwork.**

As part of the introduction to each new geography project, teachers review what the children know already and identify what children would like to learn, as mentioned above, to inform the programme of study so that it takes account of children's interests. A working wall will be used to support and celebrate learning throughout each unit of work and this will also be used to support the acquisition of key knowledge and the accurate use of key vocabulary.

In each lesson, children are guided towards the learning intention which is shared at the beginning of the lesson and reviewed by children at the end; this is subsequently used by the teacher during the assessment and review work of children's work and are used to identify individual target areas.

Teaching and learning in geography is supported by resources such as Digimaps, Espresso and BBC bitesize. GCP textbooks are also available. Learning outside the classroom is a key feature of geography lessons and specific activities are mapped and planned. These are progressive throughout the school and support the *Geographical Skills and Fieldwork* strand.

Lessons are planned to ensure that key knowledge is developed over time over the course of each geography block and in the correct sequence. Key knowledge is reviewed by the children and checked and consolidated by the teacher at the end of each unit of work as part of the school's assessment of geography. Lessons within each unit are also planned to ensure the systematic development of the key identified skills across the school.

3. Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. It is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking through questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and the monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners (with the acquisition of the pre-identified key knowledge and key skill development of each project being evidenced through the outcomes).
- Use of the 'what I know already, what I want to know and what I have learnt' (KWL) strategy throughout a unit, alongside specific and measurable LIs for each lesson
- Consistent discussions and questions about the 'sticky knowledge' which is key for each project.

4. Planning and Resources

Geography resources are stored centrally in the Resource Area and are organised into project themes, which are clearly labelled. The library contains an extensive supply of geography project books to support children's individual research.

Planning is selected and adapted in alignment with the school's knowledge and skills progression map and as well as the project overview.

Cross curricular learning is also utilised, with specific opportunities and links planned for and stated on the Geography Knowledge and Skills progression maps/ Unit Overviews.

Learning outside the classroom is planned for and embedded in practice and this, as well as the key knowledge and skills, is progressive throughout the school.

5. Organisation

The geography curriculum will be delivered as part of the weekly curriculum, but occasionally, projects may be blocked.

The Geography Knowledge and Skills Progression Map/ Unit Overview documents the extent to which knowledge and skills are progressive. This also ensures that the geography curriculum utilises cross curricular links, which are also mapped, as well as how the context of the school and its location are considered at planning level.

6. EYFS

Early Years explore geographical themes in line with the EYFS framework. Children are guided to develop sense of their physical world, as well as their community, through opportunities to explore, observe and find out about people, places, technology and the environment. The key knowledge and skills in reception provide the foundation to those identified in Y1. Children are assessed according to the Development Matters statements.

7. KS1 and KS2

During **Key Stage 1**, pupils will investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs.

During Key Stage 1 pupils should develop knowledge about the world, the United Kingdom and their local area. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Children will develop their **locational knowledge**; they will learn to name and locate the world's seven continents and five oceans. In addition, they will learn to name, locate and identify the

characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

They will also develop a greater **understanding of place** by comparing the geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. The specific geographical locations selected for these comparisons will be selected to link to other areas of the curriculum to allow for cross-curricular work and development.

In addition to developing children's locational and place knowledge, they will have the opportunity to learn about **human and physical geography**. During this study, they will identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. They will also begin to use geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and key human features (city, town, village, factory, farm, house, office, port, harbour and shops.)

Children will develop **geographical skills and fieldwork skills**, through these three areas of study, where they learn to use world maps, atlases and globes; simple compass directions; aerial photographs and plan perspectives to recognise landmarks and basic human and physical features and to use simple fieldwork and observational skills to study the geography of their local area.

During **Key Stage 2**, pupils extend and develop their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America; studying the location and characteristics of a range of the world's most significant human and physical features. They continue to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

They extend their **locational knowledge** when they learn to locate and name European countries as well as North and South America countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. In addition to this, they extend their locational knowledge to be able to name and locate counties and cities of the United Kingdom, describing key geographical regions, human and physical characteristics, key topographical features and land-use patterns. This is further extended to identify the position and significance of latitude, longitude, the Equator, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle and the Greenwich Meridian and time zones. They will build on their **understanding of place** by comparing the geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom a region of a European country (Madrid in Spain, utilising links with our partner school) and a region within North or South America.

As in Key Stage 1, the specific geographical locations selected for these comparisons will be selected to link to other areas of the curriculum to allow for cross-curricular work and development. In Key stage 2 **human and physical geography** knowledge is extended to allow children to develop an understanding of aspects of physical geography (investigating climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle) and human geography (learning about types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water.)

Children will continue to develop **geographical skills and fieldwork skills**, through these three areas of study, where they learn to use maps, atlases and globes and digital/computer mapping; eight-point compass directions; four and six-figure grid references, symbols and keys and the Ordnance Survey maps. They will also use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

8. Equal Opportunities

At Stower Provost Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.

Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

9. Inclusion

All pupils are entitled to access the geography curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility; these are designed and selected to provide appropriate challenge to different groups of learners.

10. Role of the Subject Leader

The subject leaders' responsibilities are:

- To ensure a high profile of the subject
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that the key knowledge and, where applicable, key skills, are evidenced in outcomes
- To monitor planning and oversee the teaching of history.
- To lead further improvement in (and development of) the subject, as informed by an effective overview of the subject.
- To ensure that the history curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that the history curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the history curriculum.
- To ensure that approaches are informed by and in line with current identified good practices and pedagogy and to attend regular opportunities for CPD, including borough forums.

- To establish and maintain existing links with external agencies and individuals with specialist expertise to enrich teaching and learning in history.

11. Parents

The involvement of families and the wider community, to help support the teaching of geography, is widely encouraged. Enquiries from parents and members of the school community with specialist expertise and knowledge in relation to supporting the geography curriculum are warmly welcomed. The school will actively seek to establish collaboration with parents and carers who are able to support the teaching and learning of geography at Stower Provost.

The support that Parents and carers provide in supporting their children at home with project-based homework is also recognised and valued. When these are set, as the Creative Curriculum project every half term, it allows the children to work with their families to extend their classroom work into an area of particular interest to them.