

# Geography Curriculum Statement



## **Intent:**

At Godwin Junior School, we seek to inspire in pupils a curiosity and fascination about the world and its people that we hope will remain with them for the rest of their lives. We believe that geography helps to provoke and answer questions about the natural and human environment, encouraging children to develop a greater understanding of their world and their place and responsibilities within it. We are committed to providing our pupils with opportunities to collaborate to develop a range of enquiry and problem-solving skills that are transferable to other curriculum areas. In local, national and international contexts, they will learn how to analyse and compare through interpreting data, identifying patterns and conducting their own fieldwork investigations. It is expected that all pupils will be able to apply these skills, and in so doing not just learn about the world, but become an active part of it; making decisions about how they choose to live.

Our engaging curriculum and delivery ensure pupils will develop their knowledge about diverse places, people and resources and be able to clearly communicate this. Through actively contributing to discussions and explorations of geographical concepts that affect the way we live, such as urbanisation, deforestation and sustainability, our pupils acquire an understanding of the interaction between the Earth's key physical and human processes. In learning the ways in which places are interdependent and interconnected their spiritual, moral, social and cultural development is enhanced. Children are also encouraged to reflect upon the extent to which the rights enshrined in the UNCRC are upheld for their peers around the world.

We aim to realise our School Vision of developing responsible global citizens who can confidently articulate their understanding of natural phenomena as well as the impact of human action on our planet. Our intention is that Godwin pupils propose possible solutions to topical geographical issues and are ambassadors for change.

## **Implementation:**

In order to ensure that our geography curriculum instils a love of learning and that our geography intent is met, we adopt the following whole-school approach to teaching and learning:

- When creating Medium Term Planning (MTP) teachers identify the key knowledge and skills of each topic and give due consideration to ensure systematic progression across topics throughout each year group.
- Opportunities to pique curiosity and provide answers to questions about the natural and human aspects of the world are planned for. Within lessons, learning objectives (from the MTP) are presented as questions - this enables pupils to be curious and to be able to explain their reasoning.
- Lesson content and tasks are designed to provide appropriate challenges for all learners, in line with our commitment to inclusion, as well as allowing pupils to persevere and achieve their best.
- Cross-curricular outcomes in geography are specifically planned for, with strong links between geography and other subjects identified, planned for and utilised. For example, whilst studying rainforests in geography pupils in Year Four write persuasive letters to stop the use of palm oil in school

lunches. In addition, within their Art topic, 'Art Inspired by Nature' pupils create collages linked to the rainforest.

- Teachers create a positive attitude to Geography learning within their classrooms, classroom learning environments reflect the topic that children are studying, displays are stimulating and include key vocabulary and other vital resources, such as maps. Pupils use this as a point of reference whilst studying each topic.
- Targets (milestones) are outlined for each unit and teachers assess pupils against these targets within lessons. Marking and feedback also make reference to whether pupils have achieved these targets.
- Previous learning is recapped at the start of each lesson, making it possible for teachers to reinforce key knowledge and address misconceptions before beginning the next lesson.
- Opportunities for learning outside the classroom are facilitated; educational visits and fieldwork are provided to give first-hand experiences which enhance children's understanding of the world within and beyond our locality.
- Whole school events such as Wear it Wild Day and Fairtrade Fortnight, and fundraising events to raise money for those affected by natural disasters support pupils to understand current world affairs and to become more responsible global citizens.

### **Impact**

Pupil outcomes demonstrate that through the delivery of our comprehensive and engaging geography curriculum, Godwin children acquire key geographical knowledge, skills and vocabulary. Our children have a good understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated. As they progress throughout the school, pupils develop a deep understanding and appreciation of their local area as well as the global geographical context.

Through our curriculum, we cultivate in our pupils a sense of curiosity, analysis and critical thought; we create pupils who understand the impact of their actions and their responsibilities towards broader geographical and environmental issues and who will become the responsible global citizens who positively shape the future.