

# Geography Subject Statement

## Intent

At Edenham CofE Primary School we instil a love of geography by ensuring relatable and real-life examples are at the forefront of our curriculum. By using engaging examples and case studies linking to other areas of the curriculum children will be build upon their knowledge allowing them to be resourceful geographers.

Within our geography curriculum we ensure we teach children about a range of places both familiar and unfamiliar to our pupils providing them with a sense of awareness of the wider world. Through doing this we also develop their knowledge about geographical issues, and provide children with information to make educated choices about how they can become good global citizens.

By teaching in this way, it will enable the children to develop a sense of wonder and awe, giving them a greater awareness of their own, and others, environments and in turn provide them with the skills to see the world in a philosophical way and communicate confidently about their own views.

## Implementation

At Edenham we teach Geography within the context of our Big Questions, in line with the National Curriculum ensuring children progress their knowledge and understanding throughout their Primary Education. In doing this we provide a meaningful context for the knowledge being taught as well as providing the opportunity for children to recall previous learning and express their own thoughts and opinions.

The EYFS and Key Stage 1 curriculum is based on a three-year cycle, meaning that these pupils are able to study the same Big Questions at the appropriate level for them. The curriculum for KS2 is made up of a two-year cycle, with two Big Questions for Lower Key Stage 2 and two Big Questions for Upper Key Stage 2. We begin each new theme by introducing the Big Question and use it as an assessment tool by revisiting it at the end of a unit to see what new knowledge and understanding the children have gained and what links they can make to previous learning. By using questions within our curriculum, it allows children to apply their knowledge and to reflect on their learning. The cycle of lessons carefully plans for progression and depth concentrating on geographical skills and knowledge enabling children to make links between physical and human geography, historical and current and environmental issues. Within each classroom is a working wall which is used regularly within each History lesson. These boards are used as are key learning resource and serve as a reference point for children. They are used to display key vocabulary, assessment questions, key people and to celebrate WOW work.

## Impact

Outcomes evidence a broad and balanced geography curriculum and demonstrate children's acquisition of key knowledge, through questioning, written work, child-led discussion and interviewing pupils across the school about their learning. Children review their successes in achieving the lesson intentions at the end of every session and are actively encouraged to identify their own target areas. Children also record what they have learned comparative to their starting points at the end of each focus area through answering their Big Question using a 2 page spread. 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.

Geographers at Edenham Primary School will:

- Demonstrate a genuine interest for this subject and fascination about the world and its people.
- An excellent knowledge of where places are and what they are like, both in Britain and the wider world.
- Have an extensive base of geographical knowledge and vocabulary, that will enable all children to articulate their understanding of taught concepts.
- Excellent fieldwork skills as well as other geographical aptitudes and techniques.
- Be able to suggest questions, answer given questions and reflect on the knowledge they have gained, showing understanding about current issues in society and the environment.

- Achieve age related expectations in Geography at the end of each phase