



Curriculum Statement:

Statement of Intent

At Woodbury C of E Primary School, we recognise the importance of Geography in every aspect of daily life. Learning in geography is concerned with increasing pupils' knowledge and understanding of our world, and with developing skills associated with geography as a process of enquiry. It will develop the natural curiosity of the child and their interest to explore the world that we live in and its people.

At Woodbury C of E Primary School, in conjunction with the aims of the National Curriculum, our geography teaching offers opportunities for:

- Inspiring children's curiosity and interest to explore the world that we live in and its people, which aims to ignite a love of learning.
- We intend to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments. This seeks to deepen the understanding of the Earth's human and physical forms and processes.
- 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.

The National Curriculum will provide a structure and skill development for the geography curriculum being taught throughout the school, which is now linked, where possible to the theme topics to provide a creative scheme of work, which reflects a balanced programme of study. We endeavour to ensure that the geography curriculum we provide will give children the confidence and motivation to continue to further develop their skills into the next stage of their education and life experiences.

Statement of Implementation

Teachers create a positive attitude to geography learning within their classrooms and reinforce an expectation that all children are capable of achieving high standards in geography. Our whole school approach to the teaching and learning of geography involves the following:

- Geography will be taught in planned and arranged topic blocks by the class teacher. This is a strategy to enable the achievement of a greater depth of knowledge.
- Geography lessons are investigative and enquiry-led with a strong supporting context, making the learning relevant to the lives of our children. Teachers use Oddizzi as a planning tool and for online exploration for the children.
- We build upon the learning and skill development of the previous years. As the children's knowledge and understanding increases, and they become more proficient in basic geography skills such as using atlases, naming and locating continents and oceans, they become increasingly confident in communicating ideas by identifying similarities and differences and understanding earth's human and physical features.
- Skills focused on enquiry and exploration are embedded into lessons to ensure these skills are being developed throughout the children's school career and new vocabulary and challenging concepts are introduced through direct teaching. This is developed through the years, in-keeping with the topics.
- Knowledge organisers are used effectively to support domain-specific knowledge and vocabulary and to enhance recall, freeing up children's working memory to focus on higher-level thinking skills.
- Teachers are encouraged to consider opportunities available to use the school grounds and the local area for fieldwork to enable children to base learning on first hand experiences to enhance teaching and learning in Geography.
- Children are encouraged to use and reflect upon their BLP skills during geography lessons, ensuring that they learn crucial learning skills alongside geographical skills and knowledge.
- Teachers find opportunities to develop children's understanding of their surroundings by accessing outdoor learning and visits.

Statement of Impact

The approach to curriculum at Woodbury C of E Primary results in a fun, engaging, high-quality geography education that provides children with the foundations for understanding the world around them. Our topic-based curriculum ensures that children learn through varied and first hand experiences of the world around them and ensures that links between different subject domains are explicit and clear, strengthening any learning that takes place. Children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it. Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent geographers in secondary education. Pupil voice is used to further develop the geography curriculum, through questioning of pupil's views and attitudes to geography to support the children's enjoyment of geography and to motivate learners. Children love learning about geography at Woodbury C of E Primary and like to see their work displayed or to show off their topic books. Book scrutiny's show varied teaching approaches and clear enquiry based learning. Assessment tasks and end of unit assessments (which use the skills below) show children are improving in their geographical skills.

	<u>Locational Knowledge</u>	<u>Human and Physical Geography</u>	<u>Communicating geographical knowledge</u>	<u>Geographical skills</u>
<p>Foundation</p> <p>Varied Topics – knowledge and understanding of the world.</p>	<p>People and communities:</p> <ul style="list-style-type: none"> ☑ past and present events in their/families lives. ☑ children don't always enjoy the same things and are sensitive to this. ☑ similarities and differences between themselves and others, families, communities and traditions. 	<p>Pupils talk about the features of their own immediate environment and how environments might vary from one to another.</p>	<p>Pupils begin to ask questions about the physical and human geography around them.</p> <p>Pupils make observations of animals and plants and explain why some things occur, and talk about changes'</p>	<p>The world:</p> <ul style="list-style-type: none"> ☑ children know about similarities and differences in relation to places, materials, objects and living things. ☑ features of their own environment and how environments vary ☑ Observations of animals and plants and how things occur.
<p>Year 1</p> <p>The Animal Kingdom</p> <p>Plants</p> <p>Weather and Seasons</p>	<p>Pupils can name and locate three of the seven continents of the world</p> <p>Pupils can name and locate two of the five oceans of the world</p> <p>Pupils can name and locate three of the four countries of the United Kingdom</p> <p>Pupils can name two of the four capital cities of the United Kingdom</p>	<p>Pupils have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in human geography</p> <p>Pupils have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in physical geography</p>	<p>Pupils can identify seasonal patterns</p> <p>Pupils can locate hot and cold areas of the world in relation to the Equator and North or South Poles</p> <p>Pupils are beginning to use basic geographical vocabulary to refer to human features</p> <p>Pupils are beginning to use basic geographical vocabulary to refer to physical features</p>	<p>Pupils are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one accurately</p> <p>Pupils can use simple compass directions with increasing accuracy</p> <p>Pupils are recognising landmarks with increased accuracy</p> <p>Pupils are beginning to devise a simple map</p>
<p>Year 2</p> <p>Hot and Cold Places</p> <p>Tanzania</p>	<p>Pupils can name and locate the seven continents of the world</p> <p>Pupils can name and locate the five oceans of the world</p> <p>Pupils can name and locate the four countries of the United Kingdom</p> <p>Pupils can name the four capital cities of the United Kingdom</p>	<p>Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in human geography</p> <ul style="list-style-type: none"> • Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in physical geography 	<p>Pupils can identify seasonal and daily weather patterns Pupils can locate hot and cold areas of the world in relation to the Equator and North and South Poles</p> <p>Pupils can use a wide range of basic geographical vocabulary to refer to human features Pupils can use a wide range of basic geographical vocabulary to refer to physical features</p>	<p>Pupils can use maps, atlases and globes confidently to identify studied regions</p> <p>Pupils can use simple compass directions confidently</p> <p>Pupils can recognise landmarks</p> <p>Pupils can devise a simple map with basic symbols in a key</p>
<p>Year 3</p> <p>Rivers and Coasts</p>	<p>Pupils can confidently locate countries in Europe, North and South America on a map</p> <p>Pupils can locate cities of the United Kingdom and are beginning to identify counties</p> <p>Pupils can identify at least 4 for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones</p>	<p>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in physical geography</p> <p>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in human geography</p>	<p>Pupils can describe an increased range of aspects of physical geography</p> <p>Pupils can describe an increased range of aspects of human geography</p>	<p>Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</p> <p>Pupils are beginning to use eight points of a compass, four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps)</p> <p>Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies</p>
<p>Year 4</p> <p>The Rainforest – climate zones and habitats</p> <p>France</p>	<p>Pupils can confidently locate countries in Europe, North and South America on a map</p> <p>Pupils can locate cities of the United Kingdom and are beginning to identify counties</p> <p>Pupils can identify at least 4 for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones</p>	<p>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in physical geography</p> <p>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in human geography</p>	<p>Pupils can describe an increased range of aspects of physical geography</p> <p>Pupils can describe an increased range of aspects of human geography</p>	<p>Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</p> <p>Pupils are beginning to use eight points of a compass, four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps)</p> <p>Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies</p>
<p>Year 5</p> <p>Mountains, Volcanoes and Earthquakes</p> <p>South America</p>	<p>Pupils can, mostly, locate countries of the world on a map</p> <p>Pupils can, mostly, locate counties and cities of the United Kingdom</p> <p>Pupils can identify most for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones</p> <p>Pupils can identify aspects of the physical and human geography that have changed over time</p>	<p>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify similarities and differences between the three in physical geography</p> <p>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify similarities and differences between the three in human geography</p>	<p>Pupils can describe and understand an increasing variety of key aspects of physical geography</p> <p>Pupils can describe and understand an increasing variety of key aspects of human geography</p>	<p>Pupils can confidently use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</p> <p>Pupils can use most of the eight points of a compass, four figure grid references confidently and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps)</p> <p>Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using some of these</p>

				methods: sketch maps, plans and graphs, and digital technologies
<p>Year 6</p> <p>The Global Crisis- human geography, land use, fair trade, climate change, habitats</p>	<p>Pupils can confidently locate countries of the world on a map</p> <p>Pupils can confidently locate counties and cities of the United Kingdom</p> <p>Pupils can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones</p> <p>Pupils can confidently identify how aspects of the physical and human geography have changed over time</p>	<p>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in physical geography</p> <p>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in human geography</p>	<p>Pupils can describe and understand a wide range of key aspects of physical geography</p> <p>Pupils can describe and understand a wide range of key aspects of human geography</p>	<p>Pupils can confidently use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</p> <p>Pupils can confidently use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps)</p> <p>Pupils can 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</p>