



**Showing our love through kindness,
determination and curiosity; strengthening
ourselves and our community.**

Geography Subject Statement

Intent

The Geography curriculum at Long Wittenham CE Primary school is designed to provide our children with a strong understanding of both the national and local geographical context, fostering a sense of identity and place. We aim to equip our students with the necessary skills and knowledge to develop a deep appreciation of their local community's significance within modern Britain and its place within the wider world aligning closely with our core values of kindness, curiosity, and determination. We value our school's fantastic setting and aim to ensure our children spend time studying the elements of Geography that can be seen in our locality. Our studies in Geography enable our children to develop a sense of personal identity through an understanding of their place within the wider world, we strive to create confident and independent learners who can make informed decisions and actively contribute to their community. By nurturing their geographical knowledge, skills, and understanding, we strive to create active citizens who possess a deep appreciation for their surroundings and contribute positively to the world around them. The core declarative and procedural knowledge, as well as subject specific vocabulary that will be taught at each stage, has been outlined with these overarching principles in mind.

Implementation

In the Early Years Foundation Stage (EYFS), geography is taught within the programme of study for knowledge and understanding the world, specifically the people and communities strand. The content chosen aims to build upon the children's knowledge of themselves and their family as a starting point before expanding to their local community. Once this is secure, it is used to support children to make comparisons with other places and communities, initially within the UK, before looking at a locality in a different country. An Island nation has been selected for this so that direct comparisons can be made. Basic mapping skills are also introduced at this stage. Areas of study are chosen to provide children with the foundational knowledge that they will need as they move into KS1 e.g. a secure grounding in their local area and community in preparation for the local area study in KS1.

In Key Stage One (KS1), a focus is placed on the acquisition of locational knowledge so that the children begin to understand the globe as a whole and the different regions within it, for example through the study of continents and oceans in their broadest sense. Place knowledge is developed by starting with our local area as well as the United Kingdom before studying a contrasting country in each year of the two year cycle. The areas of study are chosen to provide children with the foundational knowledge that they will need as they move into KS2 e.g. exploring the broad topic of 'hot and cold places' to support the teaching of climate zones in KS2.

In Key Stage Two (KS2), children begin to study more specific features of physical geography, such as mountains, volcanoes, rivers and rainforests. Locational and place knowledge is built upon through a more in-depth study of the United Kingdom, a European Region as well as the contrasting locations of North and South America. In the study of these areas, the children will explore the human and physical geography present in these regions and how this impacts the lives of people that live there. In upper key

stage 2, several areas have been chosen to enable children to bring all of their knowledge together in units that span a broader geographical area or concept such as world trade. This enables them to make comparisons between regions and places by applying their knowledge from previous units. In addition to this, during their time at Long Wittenham, children will have the opportunity to study a country, or region, in all continents enabling them to make in depth comparisons when they reach upper key stage two.

The Geography curriculum is delivered through weekly, subject specific lessons. Three units are completed each academic year.

A unit of work in Geography will follow the following sequence:

- Elicitation task to ascertain children's prior knowledge and to identify any existing misconceptions.
- A series of lessons sequenced to introduce the key knowledge in a logical sequence as outlined in the knowledge organiser. Each lesson will address an element of the core declarative knowledge that has been outlined. Due to the nature of procedural knowledge, this will be built up over the sequence e.g. mapping skills.
- A review task designed to ascertain the aspects of the core knowledge that have been retained and that can be demonstrated through the task.

To ensure a strong focus on local community knowledge, we will engage our students in activities that encourage exploration of their immediate surroundings. This may include visits to significant local landmarks, conducting surveys to understand the needs of the community, and studying maps to develop skills in interpreting and understanding place.

Mapping skills

Opportunities to develop mapping skills begin in the Early Years Foundation Stage and are woven throughout the areas of study chosen in Key stage one and two. Children will be taught to interpret and follow simple maps as well as starting to draw their own. In key stage one, this may be a map of their local area detailing their journey to school whereas in key stage two this may be of a broader geographical area or region.

Impact

The impact of our Geography curriculum will be seen through both ongoing formative teacher assessment and through summative assessment as part of the review task at the end of each unit of study.

This will show that children can demonstrate:

- An understanding of the geographical concepts studied as well as the locational and place knowledge encountered in that unit of study.
- Knowledge that is building over time and becoming more complex in nature
- The ability to make links and connections between different areas of study including between local and global contexts
- An understanding of a range of geographical vocabulary which can be applied confidently
- The ability to engage in meaningful discussions and contribute to the wider community through projects or initiatives.
- Demonstrate enthusiasm for the subject and can talk with confidence about Geography

There will be clear evidence that our children have shown progress and attainment in line with the National Curriculum. This will be assessed through classroom discussions, written tasks, low-stakes quizzes and presentations to peers.