

Securing an Excellent Geography Curriculum for the Children of Botley C of E Primary School



The Intent of the Geography Curriculum

The intention of the Geography Curriculum at Botley C of E Primary School is to inspire children's curiosity and interest to explore the world that we live in and its people and to ignite a love of learning. We will equip children with geographical skills to develop their knowledge and understanding through studying places, people and natural and human environments and we will deepen understanding of the Earth's human and physical forms and processes. Geography, by nature, is an investigative subject and as such we intend to provide children with regular opportunities for fieldwork enquiry and the development of their fieldwork techniques. Through our teaching, we intend to provoke thought and questions and to encourage children to discover answers of their own through exploration and research that enables them to gain a greater understanding and knowledge of the world and their place in it.

Our Geography curriculum has been designed to cover all of our knowledge and understanding as set out in the National Curriculum and beyond and seeks specifically to develop children's geographical skills, vocabulary and literacy and an awareness of the area in which they live and beyond so that they become responsible and respectful stewards of the future.

The Implementation of the Geography Curriculum

In order to foster children's curiosity about the world and their interest and creativity, we are enthusiastic about Geography and encourage children to explore and ask questions. At Botley C of E Primary School, in the Foundation Stage it is taught within appropriate aspects of the Early Years Curriculum. In Key Stages 1 and 2, themed integrated curriculum units are used to progress children's knowledge and skills in Geography are taught alongside other relevantly linked subjects. A whole school curriculum map exists which ensures that a broad and balanced geography curriculum is delivered across the two cycles (catering for vertically grouped-organisation) and across the two key stages. Regular units have been plotted across the two cycles specifically to develop fieldwork skills to enable children to base learning on first hand experiences to enhance teaching and learning in Geography.

Threshold concepts that strand through the Geography Curriculum are identified and mapped in order that children are supported to make linkages and develop a deeper understanding of the subject by recalling previous units of learning.

Staff model explicitly the subject-specific vocabulary, understanding and skills relevant to the learning and enable children to develop and retain new knowledge and understanding. Assessment is ongoing throughout each unit to inform teachers of progress and to support them with responsive teaching approaches that ensure that they appropriately meet the needs of all.

Our children will act as geographers and will be given a variety of experiences both in and out of the classroom as appropriate in order to create memorable learning opportunities and to experience success and enjoyment within the subject.

The Impact of the Geography Curriculum

The impact of our Geography curriculum is that children are confident to enquire as geographers, they can explore, navigate and understand the world around them and understand their place in it. They will think, speak and write as geographers using subject specific vocabulary. Children will understand key geographical concepts and recall their learning over time, making links, connections and comparisons to prepare them to become competent geographers in their future journey. Children's books will evidence that geography provision is broad and balanced, is taught at an age appropriate level across the school and that children are secure in their understanding. A high proportion of the children will be working at Age Related Expectations or beyond.

