







Geography Curriculum Statement

Intent

At Yealmpton Primary School, Geography provides children with the opportunity to explore and discover the world around them from their very own classroom. We feel that Geography helps children to understand the world, its environments and places near and far, and the processes that create and affect the world. Teaching will equip pupils with knowledge about diverse places, people, resources, and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. We encourage and create an appreciation of how the world works and of the connections between concepts such as community, cultural diversity, and sustainability. It is our intention that the Geography curriculum will be both stimulating and motivating in order to capture the pupil's curiosity. Our pupils are provided with exciting learning opportunities to motivate them to enjoy acquiring and developing their skills and knowledge and perceive the world as an interesting place. The National Curriculum underpins our teaching and learning of Geography.

Implementation

Our Geography curriculum uses key substantive knowledge concepts as golden threads that run through our curriculum model to ensure that our children develop a deeper understanding of these geographical concepts. These are revisited in our 'knowledge rich' units of work as we recognise that if we attempt to teach geographical themes, places, themes and issues in their entirety we restrict opportunities for pupils to retain knowledge and master critical thinking skills. The Yealmpton Primary Geography knowledge concepts are defined below:

Key Concepts 'Golden Threads'	Place 	Location 	Scale 	Physical and Human processes 	Environmental Impact 	Values and perspectives 
Definitions	Place encompasses real as well as perceived and imagined places and refers to; what is in the places and what happens there, ways places change and develop, their characters and what they are like, how we conceive and respond to places.	The capacity to know, locate and identify key characteristics of locations in the UK, Europe and the world, including environmental regions, countries, continents, cities, and key topographical features. 'Where's where' – an understanding of distance and scale.	Scale provides the lens to look at the world, from very small sites to local, regional, national, continental and oceanic areas, to the whole world. Scale enables many relationships to be identified and particular and wide-ranging patterns and connections to be recognised.	The study of the Earth's natural environment – physical features, such as mountains, rivers, deserts and oceans and understanding the processes that give rise to them. The study of the human environment; things that are built by humans and would not have existed in nature without humans and the processes that give rise to them. Features include types of settlement and land use, economic activity and the distribution of natural resources.	All our surroundings, including the air, soil, water, plants, and animals make up the environment. The understanding of consequences caused by human actions such as pollution and CO2 emissions.	A viewpoint/way for understanding a location or an issue, its characteristics and significance. Values – beliefs that motivate people to hold this viewpoint

Through geography learning, children are immersed into the subject using a variety of classroom based, research, practical and outdoor learning opportunities. We provide opportunities to develop and consolidate skills and concepts introduced in the classroom and allow pupils to extend their understanding of the 'real' world. Fieldwork provision enables pupils to become observant, to develop skills of recording, analysis and their enquiry skills. Our local area is utilised with opportunities for learning outside the classroom embedded in practice.

Across the school we use knowledge organisers and knowledge connectors (schemas) to organise and store knowledge to create meaningful connections. We are developing our practice across the whole and have introduced concept mapping at the end of a unit for the children to make connections, building on their prior learning to enable them to store new knowledge into their long-term memory.

Impact

At Yealmpton Primary School, children develop a real sense of curiosity to find out about the world and the people who live there, through their learning of Geography. Children understand how Geography has shaped their lives and the world today. Continuing to build on their knowledge, we hope that the children will continue to be interested in the developments of our planet throughout their life. Children have a good understanding of locational knowledge and have an understanding of where places are and what they are like. As children progress through the school, they develop knowledge of the world around them and can also think about their local area and its place within the wider world. Additionally, we aim that our children will have the ability to form opinions, take responsibility and share an understanding about current and contemporary issues in society and the environment.

