

BEECHWOOD PRIMARY SCHOOL

STATEMENT OF INTENT FOR GEOGRAPHY

Summary Statement

At Beechwood, the Geography curriculum is rooted in the school's underlying aims, ethos and values. It is carefully designed to equip our pupils with the knowledge, skills and vocabulary they need to understand and discuss the world they live in, that will both prepare them for the next stage in their education and enable them to live successful lives in the present and future.

Aims

The Beechwood Geography curriculum aims to:

- ensure that all pupils develop contextual knowledge of the location of globally significant places including their defining physical and human characteristics and how these provide a geographical context for understanding the world and different communities at a local, national and international level;
- teach children to understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they change over time;
- equip children with the geographical skills needed to collect, analyse and use a range of data gathered through experiences of fieldwork to deepen their understanding of geographical processes;
- demonstrate how geographical knowledge and understanding can be applied to impact positively on the world as a part of responsible global citizenship;
- stimulate children's curiosity and develop an interest in finding out about their world.

Key Concepts and Ideas

Key concepts and ideas that are revisited throughout school are:

Location and Place; that different sources of geographical information, including maps, diagrams, globes and aerial photographs can be used to represent various elements of the physical world for purposes of location, orientation and interpretation.

Physical and Human Geography; how landscapes and environments have been shaped by a variety of interconnecting physical and human processes and how these processes continue to interact with one another.

Geographical Enquiry; how the formulation of questions, the use of fieldwork and observation and the analysis of data collected are used to draw conclusions about aspects of the human and physical environment.

Environmental Change and Sustainable Development; how environmental changes are impacting on the physical world and the importance of sustainable development for future generations.

Rationale for the order of teaching

EYFS- Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. They explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps.

Year 1 - Children begin to develop a sense of where they live by visiting, investigating and mapping their local communities. They compare the weather in the United Kingdom with weather in other areas of the world as they learn about different types of food and housing. This ensures their geographical understanding is developed in a relevant way that makes sense to them.

Year 2 - Children's understanding of their locality, the United Kingdom and the world is extended as they study countries connected to significant people. An in depth study comparing areas of South Africa with Seacroft and Leeds is meaningful and relevant to the children because of our school links and Connecting Classrooms work. An awareness of the effect of people and weather on environments is investigated by comparing the physical and human geography of Scarborough to Seacroft. The children consolidate their understanding of the

countries of the UK, the oceans and the continents of the world throughout the year.

Year 3 - From lower KS2, children develop their understanding of the effect people have on an area by considering different communities in depth. They begin to understand what is happening now and the effect of this in the communities and world around us. They compare and contrast Seacroft, Leeds and Ilkley in terms of their physical and human features through a range of different methods and fieldwork such as mapping, data collection and research and enquiry. Children further develop their place knowledge by beginning to name and locate countries and cities of the UK including key topographical features such as hills, mountains, coasts and rivers.

Year 4 – Children extend their global understanding through the study of Ghana making good use of our international school links and Connecting Classrooms work ensuring that their geographical learning is both meaningful and relevant. They build on their locational knowledge of the continents by beginning to locate the world's countries, using maps to focus on their environmental regions, key physical and human characteristics and major cities. Through their study of Ghana and the Lake District, the children investigate Fair Trade, sustainable farming and the effect of tourism in order to describe and understand key aspects of human geography, including: types of settlement and land use. Geography in Year 4 contributes to and enhances children's awareness of their role in the world building upon their learning in Year 3.

Year 5 – Children extend their prior learning by locating the world's countries, using maps and concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Extensive use of our link school Mayo College ensures geographical learning in Year 5 is coherent and adds depth to the investigation of geographical themes and topics. The importance of using real places, experiences and issues offers meaningful contexts for high- quality work in this year group. Through their study of India, children can describe and understand key aspects of physical geography including mountains, biomes, mountains and vegetation belts.

Year 6 – What is taught in Year Six is a culmination of all prior geographical learning. Children are taught to demonstrate the deep understanding they now have of what the continents and countries of the world are like through their extended locational knowledge and their ability to use a wider variety of maps, fieldwork and secondary sources. Within this, they also consolidate their detailed knowledge of the UK. As they learn more about topical issues such as deforestation, plastic pollution and the effect of humans on society, they apply their knowledge and understanding of human and physical geography and sustainability.

Relevance to School Curriculum Aims

High quality daily teaching of the core skills of English and mathematics

Geography at Beechwood benefits from the opportunity to provide the 'subject' or 'stimulus' for a wide range of extended writing opportunities and practical mathematics.

Learning is meaningful, relevant and enjoyable

Cross-curricular study provides coherence and depth to the investigation of geographical themes and topics. The importance of using real places, experiences and issues offers meaningful contexts for high- quality work.

An awareness of community at local, national and international level

A personalised element to the curriculum ensures that pupils are engaged with innovative and enjoyable learning that has relevance to children's lives and work while challenging them to think about 'real world' issues at a local, national and international level. The geography curriculum affords continuous opportunities for pupils to develop an awareness of their place in the world and the responsibilities they have because of this.

An extended concept of curriculum provision

Extensive use is made of off-site delivery and visiting experts locally and nationally. Year Two visit Scarborough, Year Three visit Ilkley on an overnight residential, Year Four investigate in the Lake District during a two-day residential and Year Six spend a week in Paris. The use of the outside classroom and local environments are also common features of each year group's provision.

A key role for research and enquiry

The geography curriculum aims to stimulate curiosity and equip pupils with the skills to pursue lines of research into areas of personal interest. Through systematic teaching of fieldwork skills and geographical sources children develop the skills they need to successfully carry out in depth studies based on their own questions and ideas.