



Geography Subject Statement

<p>Subject</p>	<p style="text-align: center;">Geography</p> <p style="text-align: center;"><i>‘Geography underpins a lifelong conversation about the earth as a home for human kind.’ – GA</i></p>		
<p>Purpose and aims</p>	<p>At Ashmount Primary School, the intent of the geography curriculum is to provoke and provide children with answers to questions about the natural and human aspects of the world. We want all pupils to be able to access the geography curriculum and make progress throughout their school years. We aim to ensure all pupils are prepared for the next stage of their education and the rest of their lives. At Ashmount, we want to ensure pupils develop a greater understanding and knowledge of the world.</p> <p>By the end of each key stage, pupils will have embedded the essential skills and knowledge as laid out in the National Curriculum. We use the National curriculum to inform teaching and learning within this subject.</p> <p>Alongside the National curriculum, we have used resources from the Geographical Association and have received support from a consultant from the Geographical Association in order to support our curriculum planning.</p>		
<p>Core values</p>	<p style="text-align: center;"><u>Community</u></p> <p>Our Geography curriculum gives children a deeper understanding of the community in which they live. As a school, we study the Parkland Walk (the location of the school). Each year group, focuses on a different question.</p>	<p style="text-align: center;"><u>Responsibility</u></p> <p>Children learn the importance of showing respect for the natural world. They learn the negative impact that we can have on the environment when we do not respect it.</p>	<p style="text-align: center;"><u>Growth</u></p> <p>The geography curriculum enables students to grow by showing independence to use atlases.</p>



<p>Knowledge and skill progression</p>	<ul style="list-style-type: none"> • Children begin to develop their geographical skills in Nursery. We use the Development Matters document to support planning and to ensure that children meet the early learning goals specified in the EYFS curriculum. In the EYFS, the most relevant statements to geography are Understanding the World and Mathematics. Children in the EYFS are given opportunities to begin to learn about geography. They are provided with opportunities to explore the natural environment around them, understand position through words and recognise some similarities and differences between life in this country and life in other countries. Teachers use stories, non-fiction texts, discussion and first hand experiences to develop children’s understanding of the world. • In KS1, pupils are taught locational and place knowledge as well as human and physical geography, geographical skills and fieldwork. In KS1, pupils are required to identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles therefore they study hot and cold countries in Year 1 before learning about biomes in Year 3. • In KS2, pupils are taught locational and place knowledge as well as human and physical geography, geographical skills and fieldwork. • We have used to National Curriculum as a basis for ensuring a clear progression of knowledge and skills. In order to support teachers with the progression within the subject, the subject leader provides a crib sheet at the start of each unit. This details the key skills, vocabulary and previous knowledge the children will have. 		
<p>Characteristics of effective learning</p>	<p><u>Engagement</u></p> <p>Children show enthusiasm in geography when they make links between their geographical diversity and the school community’s cultural diversity.</p>	<p><u>Motivation</u></p> <p>Children are motivated when studying a range of different countries and environments, which may differ from their own. They are motivated when they are learning transferable life skills.</p>	<p><u>Thinking</u></p> <p>Knowledge organisers are used for each unit, which support children’s understanding of a topic.</p> <p>At the start of a new unit, children are also given time to discuss what they know and what they would like to learn through the topic.</p>
<p>Communication and vocabulary</p>	<p>A high importance is placed on communication at Ashmount. We think it is essential that the adults in school are providing children with appropriate geographical language. At the start of each unit, children are given a knowledge organiser, which includes key geographical terms. These terms are then referred back to at the start of each lesson.</p> <p>Children will have opportunities to learn subject specific vocabulary, which is identified in termly plans.</p> <p>This includes key geographical vocabulary, relevant to the lesson which is discussed with the children at the start of each lesson.</p> <p>Children have regular opportunities for discussion and collaborative learning within geography lessons and POWER Projects allow for collaboration with parents/carers at home.</p>		



<p>Cultural capital “the essential knowledge pupils need to become educated citizens”</p> <p>“introducing them to the best that’s been thought and said”</p> <p>“engendering an appreciation of human creativity and achievement”</p>	<p>At Ashmount we have thought about the essential knowledge pupils need to become both educated citizens and geographers. Over time, pupils develop knowledge about the world, the United Kingdom and their locality. They understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>As they move through the Key Stages, pupils extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Educational visits and workshops related to the subject are planned in order to enrich, ignite and extend pupils learning in the subject.</p>
<p>Learning experiences</p>	<p>Geography is a discrete subject timetabled weekly. Each term, includes one geography-based unit.</p> <p>We provide opportunities for fieldwork and outdoor learning as often as possible and when appropriate to learning.</p> <p>Assemblies are also used to cover key issues, such as how to be green at school.</p> <p>Where appropriate, teachers will plan high quality trips which are linked to geography learning.</p>
<p>High quality resources</p>	<p>Islington Library Services – Books and Artefacts.</p> <p>Geographical association website.</p> <p>Maps and Atlases.</p> <p>Folders of resources are saved for each year group, these include relevant lesson resources. During CPD, teachers are also provided with high quality websites to support their teaching.</p>