



Manor Primary School Curriculum Statement

Subject: Geography



Vision Statement for Geography: - Our ambition is for our children to develop an awareness of the world around them and in turn become inquisitive of the people and places they both visit and investigate during their time at Manor Primary. As well as this, we propose that the children should learn about the physical and human processes at work and how this can change the landscape in which they live and work in the future. We will encourage our pupils to become competent when using geographical skills needed to: collect, analyse and communicate with a range of data, along with interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs.

Intent:

At Manor Primary School we:

- Ensure that everyone upholds the vision.
- Ensure that adequate time is given to the teaching of geography.
- Keep abreast of any national changes, research and initiatives.
- Know the end goal for each year group.
- Teach statutory topics from the National Curriculum or EYFS Curriculum.
- Planning from the National Oak Academy is used to help sequence and inform teachers planning.
- Cover a balanced range of themes - Planet Earth, Water, Weather, Settlements, Work and Travel, Environment and, Places.
- Units can be linked with other subjects- The physical geography units have natural synergies with themes relating to science, as well as units on the environment/ local area studies overlap with work in history.

Implementation:

In Foundation Stage, pupils will:

- Have the opportunity to explore their local area as well as the world using resources. They will begin with exploring the world with a globe and discussing where the different countries are.
- Explore different parts of the world through study progressing to comparing and contrasting them.
- Children will have the opportunity to learn about different types of weather, the different seasons and how they fit together.
- Children will be encouraged to use basic geographical vocabulary to describe different places including, beach, field, town, forest, sea, river, farm, house and shop.

In Key Stage 1 and 2, pupils will:

- Be taught geography in alternating terms for 90 minutes per week
- Explore the ways that stories or personal accounts may integrate with a topic and link these in
- Have the opportunity for practical activities and field work enquiries
- Make use of computing skills to research and record information

In Key Stage 1, pupils will study:

- London in the United Kingdom
- Seven continents
- Oceans and seas
- Villages, towns and cities
- Understanding Brazil

In Key Stage 2:

Pupils will study building locational knowledge:

- Europe
- North America
- South America
- United Kingdom
- Hemispheres and Tropics

Physical geography is covered in units which focus on:

- Earth
- Water
- Weather
- Climate

Human geography is considered in units on:

- Settlements
- Work and travel

We also teach a topical unit on the Environment.

Pupils will be introduced to maps and plans in context to convey information about the places which are being studied and conduct fieldwork activities, which consist of projects or investigations- this can take place within the local environment.

Pupils in the bottom 20%, across the school, are supported in the following ways:

- Differentiated tasks
- Adult support
- Scaffolded activities

A typical geography lesson consists of the following features:

- Recap previous learning
- Key words which are introduced on the Interactive Whiteboard at the beginning of each lesson. This is the vocabulary that pupils need to be able to use in context to discuss the lesson.
- To begin the lesson, an enquiry question is used to promote opportunities for open-ended investigations and practical activities.
- An introductory text is used to introduce the topic.
- A discussion panel consisting of three questions is used to draw pupils into the topic and to stimulate discussion.
- Graphical devices are used ranging from maps to satellite images amplifying the topic.
- Data banks are provided to enhancing extra information to engage children and encourage them to find out more for themselves.

We follow a 'I do, we do, you do' teaching model when relevant.

Key knowledge is shared and checked throughout the individual lessons and units.

Higher attainers are given extension tasks to broaden their knowledge.

Assessment:

- In Key Stage 2, pupils will be quizzed at the beginning of each lesson to assess whether they have retained prior knowledge.
- Mapwork exercises will determine spatial awareness and skills.
- Investigation activities will provide the opportunity for extended knowledge.

Enrichment:

- Fieldtrips within the immediate vicinity- around school and home.
- Visits within the town of Reading.
- School trips outside of Reading.

Impact:

- Book work for each lesson considering whether pupils are working at an age-appropriate level and using the school marking policy to assess each piece of work.
- O Track data to be inputted at the end of terms 2,4 and 6.
- Book monitoring/work scrutiny of each year group to ensure that children are being assessed appropriately, work is differentiated where needed. and that the correct sequence of lessons is being taught.

Next Steps:

- Learning walks
- Lesson observations
- Work with Key Stage 1 on sequencing and coverage