

## Geography Curriculum Statement



**The Golden Thread that runs through our Geography curriculum is an aim to develop children's cultural capital and knowledge about different people, places and environments and the connections between them. We want the children to develop a strong 'sense of place' of their own locality and to consider how it relates to the British Isles and the wider world, and encourage them to develop responsible attitudes and values towards the world we live in.**

### Intent

A high quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. At Alverton, we aim to develop children's knowledge of diverse places, their people, resources and natural and human environments and to impart a deep understanding of the key physical and human processes that have shaped - and continue to shape - the planet we inhabit. We want our children to understand the interrelations between physical and human processes in shaping the world we live in and to give pupils a voice in confronting the environmental challenges society faces. Finally, we enrich our geography provision by making full use of resources within the local area and beyond, enabling children to develop a strong 'sense of place' of their own locality and to consider how it relates to the British Isles and the wider world.

### Implementation

Our geography curriculum has been planned and mapped to ensure that children develop a coherent understanding of the interconnected physical and human processes that explain how the Earth's features at different scales are shaped and have changed over time.

Learning in geography begins in the EYFS, where children explore their environment and immediate surroundings as well as learning through stories. Children are encouraged to ask questions about their environment, make comments and offer their own suggestions when considering similarities and differences and the impact they themselves can have on their environment for better or worse.

Through Key Stages 1 and 2, enquiry-led units of learning are sequenced to build a deepening understanding of the interaction between physical and human processes in the formation of landscapes and environments at local, national and global scales. Geographical skills are progressively developed, including the collection of data through fieldwork, the interpretation of different sources of geographical information and map work. Geographical vocabulary is taught systematically and progressively throughout the school. Pupils are also taught how to interpret and communicate geographical information and retrieval activities are practised regularly to secure learned knowledge.

Geography at Alverton is taught as a discipline in its own right but it is also deeply embedded in our cross-curricular topic work as we believe that learning in geography has strong links to other areas of the curriculum that help to enrich geographical understanding. Children at Alverton will become increasingly aware of the geography of the local environment and of significant human and physical features in the wider world as well as current geographical issues and dilemmas.

### **Supporting Pupils with SEND in Geography**

At Alverton, teaching and learning is structured to support all pupils, including those with SEND, to progressively build on identified core knowledge to know, do and remember more. To achieve this, we adapt our curriculum in every subject to remove barriers to learning for pupils with SEND according to their individual needs and make subject-specific adaptations as appropriate.

### **Impact**

The study of geography at Alverton helps children to understand how and why places are as they are, how they have changed over time and how they are still changing. Through the course of their learning, children develop geographical knowledge, disciplinary skills and understanding that prepare them well for further study in Key Stage 3. More importantly, we believe that through geography we encourage pupils to develop responsible attitudes and values and to think about how they themselves can influence change by becoming environmentally-aware citizens. This has been evident in many topic outcomes. For example, Key Stage 1 have created a beautiful wildlife garden on our field and have also fundraised with the WWF in raising awareness about the plight of endangered animals. Their work earned them an invitation to the Royal Cornwall Show as WWF ambassadors representing King Charles. Lower Key Stage 2 pupils held an exhibition in conjunction with Plastic Free Penzance where the children worked with local organisations to spread the message about single-use plastic within the community. Upper Key Stage 2 focused on the problems many developing countries experience with a lack of water. They found out about the impact having insufficient, clean water has on people's lives before organising a fundraising event to twin their school toilets with toilet blocks in Malawi and Uganda. As a school, we are currently working towards being the first primary school in the locality to be awarded the 'Plastic Free Schools' award.