

Curriculum statement for the teaching and learning of Geography

Intent	At Burlington Primary School, our geography provision aims to teach our children to engage in an ever changing world where it is increasingly important to have an understanding of our local environment as well as the world around us. It is our intention to enable children to create thought provoking questions about the world around them, as well as facilitating them to find out the answers to questions about both natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at Burlington is designed to enable children to develop knowledge and skills that are progressive and transferable to other curriculum areas. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Geography skills are a major factor in enabling children to be confident, creative and independent learners and it is our intention that children have every opportunity available to allow them to achieve this.			
	Underpinned by	The teaching of skills	The application of skills	Vocabulary
	Burlington pupils will be taught how to use a range of geographical resources which will enable them to develop a range of skills, such as mapping and investigative skills. Pupils will use a range of maps as well as technology to explore the world around them. The skills the pupils learn will be transferrable and will support them as they look at a wide range of resources which are key to the study of the subject.	Burlington pupils are given regular opportunities to apply the skills that they have been taught to support their learning in our other curriculum subjects. Throughout their time at Burlington students will apply their geographical skills to a range of maps that will become more complex and detailed. They will also apply their expanding knowledge of geographical vocabulary to practical, investigative and written tasks.	Burlington pupils will understand and use a range of appropriate geographical vocabulary, including what is associated with human and physical geography, e.g. trade, distribution, environment, biomes, longitude and latitude.	
Implementation	Curriculum Approach	External Stimuli	SMSC	
	Local Context	Resources	Questioning	
	Pupils engage at regular opportunities within Geography lessons and are guided, supported and stretched through the topics which build upon previously learned knowledge and skills. Pupils working at greater depth are able to broaden their knowledge and skills within these units. They will be encouraged to use a wider range of geographical language, as well as being given opportunities to form their own opinions on a location or debate, using the geographical facts they have learned. The geography skills for each year group are best linked to the topics that are being studied and links are often made across the wider curriculum. Skills established in geography lessons are used throughout the curriculum to support and enhance the learning, eg. Using language for debate when studying the pros or cons for a certain location or land or business development.	Pupils are taught about the local environment and are given opportunities to investigate and make links to the wider world. Children are encouraged to compare different localities as well as identifying similarities and differences between them. Forest school: EYFS/Y1 make weekly visits to our Forest School site, supporting their geographical understanding of their locality and the environment, developing their geographical vocabulary and skills. Years 2-6 continue with Forest Schools but on a less frequent basis (approx. 6 visits per year). Kirkby Moor: The moor behind our school is the basis for an annual full day walk for all children from Year 2 to Year 6. The day is packed with opportunities for children to develop their geographical knowledge, understanding and skills. Kirkby Village: The school has strong community links and take investigative walks around our immediate locality to explore physical and human geography linked to current units of work and often with cross curricular links such as history, science and RE. Field trip further afield include Kendal, Piel Island, Haverigg, Woodland Fell, Coniston Water and further into the Lake District National Park on regular residential trips.	Our geography curriculum develops the pupil's Knowledge of the local community and the wider world. We provide an opportunity for learners to establish their place within the world whilst developing an understanding of other cultures and a tolerance for those that are different to ours. Pupils have a sense of enjoyment and fascination in learning about themselves, others and the world around them, with a willingness to reflect on their experience.	
	Our curriculum weaves local geography through all year groups. Year 3 learn about the contrast of the lake district mountains to world mountains. Year 4's study of rivers builds upon their learning in Year 3. Year 5 study 'our county' to understand human geography with relation to tourism etc. Pupils can develop their learning from previous year groups.	Pupils at Burlington are able to access a selection of resources including maps, atlases and digital tools, such as Digimap and Google Earth. We have resources available that allow children to investigate the local area and identify how the community has changed. Children are supported in navigating new resources and are then encouraged to use resources with increasing independence and with more critical judgement and awareness as they progress through the school.	Questions are woven through the planning for the units of work allowing pupils to think deeply and logically about their work at hand. Pupils working towards the learning expectations are supported through careful questioning and peer support. All pupils ask questions at the beginning of a unit and are encouraged to ask questions as their knowledge and skills develop throughout a unit.	
			Sharing work	
			Pupils' work in geography is recorded in joint geography and history books and is shared between pupils and staff. There are frequent opportunities to publish learning to create displays and show the process of the work as the unit develops. Occasionally, geography work is shown in assemblies alongside other curricular subjects. Learning can be responsibly shared online with parents, by using our social media platforms. Children get a chance to work on projects using a range of media, and are able to share their findings using word processing and PowerPoint skills.	
Impact	By the end of the key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the subject of art programme of study.			
	PUPIL VOICE	EVIDENCE IN KNOWLEDGE	EVIDENCE IN SKILLS	BREADTH AND DEPTH
	Year 3: 'It helps to learn about new places and where they are and what other places they're near.' 'It makes you want to go to new places.' 'You'd be a great explorer and can go to the mountains.' Year 4: 'I enjoy learning about climate and using maps.' 'I enjoy looking at maps - but it can be confusing.' 'I know farmers can grow crops on mountain slopes.' Year 5: 'It's fascinating learning about different places and sometimes we've done art too.' 'It helps us to know where places are and where you are going.'	Pupils are able to articulate themselves using acquired vocabulary from the geography unit modules. Pupils are provided with opportunities to discuss their knowledge verbally as well as presenting what they know in written forms too.	Pupils are able to apply their skills to investigate new geographical locations and explain how and why they have reached that conclusion.	Breadth and depth is built upon the National Curriculum statutory requirements with opportunities to extend and build on aspects in light of Burlington's own unique context and profile.