

Geography at Ivybridge Primary School

Curriculum Intent

The intention of the Geography Curriculum at Ivybridge Primary School is to inspire children's curiosity and interest to explore the world that we live in and its people. We intend to equip children with the geographical skills to develop their knowledge through studying places, people and natural and human environments. Our curriculum is designed to provide our children with the subject-specific language they need to describe, question and discuss the world, as well as their place in it. By the end of their primary education at Ivybridge, our children will be able to answer two key questions: Where are things located? Why are they there?

The national curriculum for Geography aims to ensure that all pupils:

1. develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
2. understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
3. are competent in the geographical skills needed to:
 - a. collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
 - b. interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - c. communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

At Ivybridge Primary School:

Children will learn about location, place, human and physical features in Geography through a spiral curriculum which has been designed with our pupils in mind, taking account of their life experiences. Geography teaching will ensure the skills taught are developed through each year group and key stage, and are transferable to other curriculum areas. Teaching children about diverse places, people, resources, natural and human processes will deepen and secure their knowledge.

Children will investigate and take part in practical experiences. Location, place, human and physical Geography teaching will include: studies and comparisons at a local, regional, national and international level; studies of each of the world's five biomes; exploration of both natural disasters and environmental damage.

All children will develop Geographical skills: using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans, map drawing and fieldwork skills including the use of directional language and compass points, as well as collecting and analysing data, and communicating information in a variety of ways.

By the end of key stage 2, children will have been given the opportunity to attend trips, complete fieldwork and learn from visitors to the school, which will have further developed their Geographical knowledge.

When children leave Ivybridge Primary school, they will have a natural curiosity and confidence to explore different locations and the natural processes of the Earth. They will demonstrate knowledge and skills when researching. Children will be engaged and inspired to continue their Geographical learning at secondary school.

Curriculum Implementation

Pupils are taught to:

1. Effectively use a range of Geographical resources to build their skills in observation, measuring, recording and presenting.
2. Consider causation and the significance of key processes or location.
3. Utilise opportunities outside the classroom including home learning and fieldwork trip to enrich experiences.
4. Make links with their prior learning (knowledge and skills), as well as through making cross-curricular links, to secure application and mastery.
5. Develop an understanding of appropriate key vocabulary.
6. Compare and contrast key processes and places.

Through high standards of teaching, emphasis is placed on analytical thinking and questioning, which helps children gain knowledge and understanding of Britain and that of the wider world. This ensures continuity and progression across key stages, recognising Geography as an enquiry with a focus on skills.

Curriculum Impact

Assessment criteria, in the form of a knowledge and skills progression grid, has been developed, in line with national curriculum aims, to enable teachers to assess the progress of children in their Geographical learning as they move through Early Years, Key Stage 1 and Key Stage 2, ensuring that children are supported and challenged as appropriate. This data is analysed on a termly basis, and an action plan is drawn up to address any identified gaps.

Pupil Voice is also used to further develop the Geography curriculum, through questioning of pupils' views and attitudes to becoming explorers.