



Geography Intent Statement

Intent

At Pitmaston, our Geography curriculum is designed to instil in our pupils a curiosity and fascination about the world and the people living in it, leaving them with an understanding and respect for the cultural diversity across the planet. We do this by providing pupils with appropriate opportunities to build their substantive and disciplinary knowledge, master and apply subject skills and techniques and acquire the specialist vocabulary to communicate their understanding effectively. Our curriculum is underpinned by our five schemas: Sustainability, Enterprise, Human and Physical Geography, Location and Culture and Civilisation. Our carefully planned and sequenced series of lessons ensure that pupils can build on prior knowledge and understanding so that they know more, do more and remember more. Every child in our school has the opportunity to learn about the world around them and be able to consider their current and future role in it. Our teaching equips pupils with knowledge about places and people, resources in the environment, physical and human processes and formation and use of landscapes. We want children to engage with geography enthusiastically by ensuring that their knowledge is not just enhanced through experiences in the classroom, but also with the use of fieldwork and educational visits.

Implementation

At Pitmaston Primary School, we recognise the importance of Geography to enable pupils to understand the relationships between places, the human and physical processes that shape them, and the people who live in them. Many of the pupils who now attend our school will live to see the next century and inhabit a world of eleven billion people. The many opportunities and challenges that will arise during their lifetime will be very much about geography – personal, local, national and global, our pupils will need to know about geography and to think like geographers.

Our principle aims for Geography are underpinned by our five schemas: Sustainability, Enterprise, Human and Physical Geography, Location and Civilisation and Culture.

Through these we aim to:

- stimulate pupils' interest in their surroundings and in the variety of human and physical conditions on the Earth's surface.
- foster pupils' sense of wonder at the beauty of the world around them.
- help pupils to develop an informed concern about the quality of the environment and the future of the human habitat.
- enhance pupils' sense of responsibility for the care of the Earth and its people.
- help build our pupil's cultural capital through fostering a sense of understanding about how all peoples and communities around the world are interconnected and interdependent with each other.

We believe that Geographers should make links and connections between the natural world and human activity, pose questions and provide answers about the world we live in. We strongly believe that in line with the statutory requirements of the national curriculum for Geography, Pitmaston commits to ensuring that every pupil at every stage of learning has regular and appropriately challenging and engaging learning. In addition, we ensure that what our pupils learn in geography and how they learn it not only inspires and challenges them intellectually but also contributes to their spiritual, moral, cultural and physical development and helps to prepare them for the opportunities, responsibilities and experiences of life in an increasingly globalised world.

The Geography curriculum enables our pupils to develop both substantive and disciplinary knowledge and progressive skills that are transferable to other curriculum areas. Our aim is to allow pupils to know more, remember more, and understand more. Geography is an investigative subject, which develops and 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 pupils' 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.

In order to foster pupils' curiosity about the world, we are enthusiastic about Geography and encourage children to explore and ask questions. To ensure a broad coverage of the curriculum and progression of skills, Geography is taught through the following key areas:

- Locational Knowledge
- Geographical Enquiry
- Human and Physical Geography
- Geographical skills and fieldwork

Pupils access a range of resources to acquire learning through atlases, maps, digital technology, books, geographical information systems (GIS) and photographs. Google Earth maps and satellite view are often used initially to add immediacy and a real-life context to lessons. Using a range of secondary resources to develop their knowledge and understanding is integral to their learning.

We provide a variety of opportunities for Geography learning inside and outside the classroom. Our pupils have the opportunity to explore areas in the locality of the school whilst deliberately planned educational visits are an opportunity for the children to experience fieldwork beyond our school.

Impact

The impact of our Geography curriculum is that our learners are equipped with the geographical skills and knowledge that will enable them to be ready for the secondary curriculum and for life in the wider world. Outcomes in Topic books, evidence a broad and balanced Geography curriculum and demonstrates the children's attainment of identified key knowledge. Work is of a high standard and shows that pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence. Teachers review the agreed solo assessment at the end of every session, assessing children against the substantive knowledge identified. Emphasis is placed on analytical thinking and questioning, application of knowledge as well as developing the children's ability to make reasoned judgements and evaluate effectively across a range of topics. School trips provide further relevant and contextual learning. In addition to this, pupil voice demonstrates that pupils enjoy Geography and are beginning to recall their learning over time.

By the end of their primary school education, pupils will:

- Have an understanding of the key areas of geography and make links between previously taught skills.
- Ask questions and make observations about the world around them using geographical knowledge.
- Have an understanding of some of the major issues facing our planet and an appreciation of the importance of geography to wider society.