Stoneraise School Curriculum Statement

Subject: Geography **Subject Leader:** Wendy Pratt

Overarching Curriculum Statement

At Stoneraise School, our vision statement is, 'Living and learning together to care for each other and our world.' Our curriculum has been designed to focus the children's learning on this statement. We are based on the rural outskirts of the historic city of Carlisle and the majority of our pupils travel from local housing estates within the city. We try to make the very most of our beautiful surroundings at every opportunity. From Hadrian's Wall to the mountains of the Lake District, we ensure that our children gain an awe of the majestic landscape on our doorstep. Developing friendships, keeping ourselves safe and preparing our children to be the 'citizens of tomorrow' are all key parts of our curriculum as we follow the journey on our 'Pathway to Success'.

Our curriculum ensures excellent coverage of the National Curriculum (Years 1-6) and Foundation Stage Early Years Curriculum (Reception children). We have fully embraced the higher expectations set out in both curriculums and have devised our own units of work for each subject area so that we can ensure a sound progression of learning. We also have a core team of specialist teachers who are passionate about their curriculum area; these teachers work with different groups of children each year. Our team includes PE, music, art and computing specialists.

Our 'Sticky Knowledge' approach is used to help children to be aware of what they will learn through each unit or topic and help staff and pupils to make an assessment of what has been learned. We share key knowledge that we would like to 'stick' in the children's long term memory, present vital vocabulary they will come across to encourage the children to expand and develop their use of a wide range of words. Sticky notes (which include word banks, diagrams and other important information) are often used to support the children in the short term in their learning.

Subject Curriculum Statement

At Stoneraise School our Geography curriculum is designed to encourage children to develop a greater understanding and knowledge of the world, its interconnectedness and their place in it. To complement our learning of the wider world in the classroom each class develops their fieldwork skills through regular forest school activities in our local environment. Our KS2 children also thrive on the accomplishment of climbing a Wainwright each year, enabling them to put their fieldwork skills into practice. As a school 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, equipping them well for further education and beyond.

Intent

Our scheme of work aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

Our scheme encourages:

- A strong focus on developing both geographical skills and knowledge.
- Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- The development of fieldwork skills across each year group.
- A deep interest and knowledge of pupils' locality and how it differs from other areas of the world.
- A growing understanding of geographical terms and vocabulary.

Implementation

The National curriculum organises the Geography attainment targets under four subheadings or strands:

- Locational Knowledge
- Place Knowledge
- Human and physical geography
- Geographical skills and fieldwork
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At Stoneraise, our Geography scheme has a clear progression of skills and knowledge within these four strands across each year group. Our Progression of skills and knowledge shows the skills taught within each year group and how these develop to ensure that attainment targets are securely met by the end of each key stage.

Our National curriculum mapping document shows which of our units cover each of the National curriculum attainment targets as well as each of the four strands.

The scheme we use is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge, in particular, will be reviewed in each unit to coincide with our belief that this will consolidate children's understanding of key concepts, such as scale and place, in Geography. Cross-curricular links are included throughout each unit, allowing children to make connections and apply their Geography skills to other areas of learning.

Our enquiry questions form the basis for our units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions.
We have designed these questions to be open-ended with no preconceived answers and therefore they are genuinely purposeful and engage pupils in generating a real change. In attempting to answer them, children learn how to collect, interpret and present data using geographical methodologies and make informed decisions by applying their geographical knowledge.
Each unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible. The units follow an enquiry cycle that maps out the fieldwork process of question, observe, measure, record, and present, to reflect the elements mentioned in the National curriculum. This ensures children will learn how to decide on an area of enquiry, plan to measure data using a range of methods, capture the data and present it to a range of appropriate stakeholders in various formats.
Fieldwork includes smaller opportunities on the school grounds to larger-scale visits to investigate physical and human features. Developing fieldwork skills within the school environment and revisiting them in multiple units enables pupils to consolidate their understanding of various methods. It also gives children the confidence to evaluate methodologies without always having to leave the school grounds and do so within the confines of a familiar place. This makes fieldwork regular and accessible while giving children a thorough understanding of their locality, providing a solid foundation when comparing it with other places.
Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer-based and collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Differentiated guidance is available for every lesson to ensure that all pupils can access learning, and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.
Strong subject knowledge is vital for staff to deliver a highly effective and robust Geography curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support CPD.

Scheme of Work Selection

Teachers throughout school use the Geography Kapow scheme of work, this was selected due to its clear progression of skills and knowledge. The scheme of work enables pupils to meet the end of key stage attainment targets in the National curriculum.

CPD and Training

Strong subject knowledge is vital to deliver a highly effective and robust Geography curriculum, this will be achieved through:

- Each unit of lessons includes multiple teacher videos to develop subject knowledge and support CPD.
- Webinars
- Inset sessions
- Forest school training sessions

Assessment Strategy

- Regular quizzing through Google Forms, use of Kapow's assessments, Quizziz and Kahoot!
- Children's books are an excellent way to see progress and curriculum coverage
- Discussion with teachers, both formally and informally
- Half-termly progress updated on our tracking system – Insight Tracking (children who are working towards or working at the expected standard)

Inclusive Curriculum

At Stoneraise School, we believe that every child can make progress and achieve. We ensure that our curriculum and the teaching and learning opportunities provided meet the needs of all of our pupils. We respond to pupils' diverse learning needs, and seek to identify potential barriers to learning quickly. We support parents through EHCP needs assessments and work closely with specialist teachers to ensure our curriculum is accessible. Targeted support through our Assess Plan Do Review cycle and resources are then used to ensure all pupils are engaged and confident learners. Pupils with SEND are monitored regularly and communication between pupils, parents, staff and external specialists underpins their success.

The role of governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management

    - both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches
    - through the school's self-review processes, which include reports from the headteacher, senior leaders and subject leaders, and a review of the continuing professional development of staff.

Monitoring and review of this curriculum document

Senior leaders monitor the school's curriculum planning and implementation so that we can take account of new initiatives, research or any changes in the curriculum. We will therefore review this policy every three years or sooner if required.

Long Term Plan

Suggested long-term plan: Subject - Overview (Key stage 1 and 2)

	Autumn	Spring	Summer
Year 1	What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?
Year 2	Would you prefer to live in a hot or cold place?	Why is our world wonderful?	What is it like to live by the coast?
Year 3 (LKS2)	Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?
Year 4 (LKS2)	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?
Year 5 (UKS2)	What is life like in the Alps?	Why do oceans matter?	Would you like to live in the desert?
Year 6 (UKS2)	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?

Suggested long-term plan: Geography - Outline (Key stage 1)

	Year 1	Year 2
Autumn	What is it like here? **(6 lessons)** Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground. **Lessons 3 and 4 involve fieldwork and may take longer than one hour.**	Would you prefer to live in a hot or cold place? **(6 lessons)** Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Children compare features in the North and South Poles and Kenya as well as in the local area. They learn the four compass points and the names and location of the seven continents. **Lesson 5 involves fieldwork and may take longer than one hour.**
Spring	What is the weather like in the UK? **(6 lessons)** Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key. **Lessons 2, 3 and 4 involve fieldwork and may take longer than one hour.**	Why is our world wonderful? **(6 lessons)** Identifying features and major characteristics of the UK before learning about some of the amazing places in the world. Naming the oceans and locating these on a world map. Considering what is unique about the natural habitats in their locality and using fieldwork to investigate and present this. **Lesson 5 involves fieldwork and may take longer than one hour.**
Summer	What is it like to live in Shanghai? **(6 lessons)** Using a world map, children start recognising continents, oceans and countries outside the UK with a focus on China. They identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. Pupils then compare these features to those in the local area and make a simple map using data they have collected through fieldwork. **Lesson 1 involves fieldwork and may take longer than one hour.**	What is it like to live by the coast? **(6 lessons)** Using atlases, children name and locate continents and oceans of the world, while revising the countries, cities and surrounding seas of the UK. They learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.

Suggested long-term plan: Geography - Outline (Lower key stage 2)

	Year 3	Year 4
Autumn	Why do people live near volcanoes? **(6 lessons)** Learning how the Earth is constructed and about tectonic plates and their boundaries. Children learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. They map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes. **Lesson 6 involves fieldwork and may take longer than one hour.**	Why are rainforests important to us? **(6 lessons)** Focussing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. They investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. Learning about the people who live in the rainforest, children discuss the impact of human activity locally and globally. **Lesson 4 involves fieldwork and may take longer than one hour.**
Spring	Who lives in Antarctica? **(6 lessons)** Learning about latitude and longitude, pupils consider how this links to climate. Pupils contemplate the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. They explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Pupils study Shackleton's expedition before planning their own, using mapping skills learnt so far. **Lesson 6 involves fieldwork and may take longer than one hour.**	Where does our food come from? **(6 lessons)** Looking at the distribution of the world's biomes and mapping food imports from around the world, children learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. They explore where the food for their school dinners comes from and the pros and cons of local versus global. **Lesson 5 involves fieldwork and may take longer than one hour.**
Summer	Are all settlements the same? **(6 lessons)** Exploring different types of settlements and land use, pupils consider the difference between urban and rural. They describe the different human and physical features in their local area and how these have changed over time. Children make land use comparisons between their local area and New Delhi to find key similarities and differences between these two locations. **Lesson 3 involves fieldwork and may take longer than one hour.**	What are rivers and how are they used? **(6 lessons)** Exploring the different ways water is stored and moves, pupils develop an understanding of the water cycle. They name and map major rivers both in the UK and globally. Children learn about the features and courses of a river and how they are used by humans, before studying a local river to spot these features. **Lesson 6 involves fieldwork and may take longer than one hour.**

*There is some flexibility in the order your school chooses to teach units. See here for more information.

Suggested long-term plan: Geography - Outline (Upper key stage 2)

	Year 5	Year 6
Autumn	What is life like in the Alps? **(6 lessons)** Discovering the climate of mountain ranges and considering why people choose to visit the Alps, children focus on Innsbruck and identify the human and physical features that attract tourists. They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings. **Lesson 4 involves fieldwork and may take longer than one hour.**	Why does population change? **(6 lessons)** Looking at global population distribution, children think about why certain areas are more populated than others. They explore the factors that influence birth and death rates and use case studies to illustrate these. Children consider and discuss the social, economic and environmental push and pull factors that influence migration. Fieldwork is carried out to explore the impact of population on the local environment. **Lesson 5 involves fieldwork and may take longer than one hour.**
Spring	Why do oceans matter? **(6 lessons)** Exploring the significance of our oceans, children learn how humans use and impact them and how this has changed over time. Pupils study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco-friendly choices. They use fieldwork skills to investigate the amount and type of litter in their nearest marine environment. **Lesson 5 involves fieldwork and may take longer than one hour.**	Where does our energy come from? **(6 lessons)** Learning about time zones around the world while exploring natural resources and energy found in the United States and the United Kingdom. Children learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. They carry out a fieldwork investigation considering the best location for a solar panel on the school grounds. **Lesson 6 involves fieldwork and may take longer than one hour.**
Summer	Would you like to live in the desert? **(6 lessons)** Recapping biomes with focus on hot desert biomes and their various characteristics, children map the largest global deserts. The Mojave Desert is used as a case study to support the children in learning about the physical features of a desert. Children also consider how humans use deserts and the environmental threats that can occur in this landscape.	Can I carry out an independent fieldwork enquiry? **(6 lessons)** Planning and carrying out their own independent enquiry, children explore an issue in their local area. They develop an enquiry question, design their own data collection methods, and then record, analyse and present their findings. **Lesson 4 involves fieldwork and may take longer than one hour.** *This unit could be a good transition project for children to work alongside secondary school pupils.

*There is some flexibility in the order your school chooses to teach units. See here for more information.

Fieldwork planner - key stage 1

It is important to plan for fieldwork in advance, especially if it involves leaving the school grounds, so the lessons involving fieldwork and the suggested locations to carry out this fieldwork are listed below.

It is important to risk-assess the proposed fieldwork taking into account any relevant school risk assessment policies and procedures. Refer to the *Before the lesson* section in each fieldwork lesson to prepare. **Please be aware fieldwork lessons may take longer than one hour.**

	Autumn	Spring	Summer
Year 1	What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?
	Lessons involving fieldwork: Lesson 3: What can we find in our school grounds? **Location:** School grounds Lesson 4: Where are the different places in our school? **Location:** School grounds	**Lessons involving fieldwork:** Lesson 2: What are the four seasons? **Location:** School grounds Lesson 3: What are the compass directions? **Location:** School grounds Lesson 4: What is the weather like today? **Location:** School grounds	**Lessons involving fieldwork:** Lesson 1: What can we see in our local area? **Location:** Local area surrounding school.
Year 2	Would you prefer to live in a hot or cold place?	Why is our world wonderful?	What is it like to live by the coast?
	Lessons involving fieldwork: Lesson 5: Do we live in a hot or cold place? **Location:** School grounds	**Lessons involving fieldwork:** Lesson 5: Why are natural habitats special? **Location:** Local woodland or green space in the school grounds	**Lessons involving fieldwork:** Lesson 5: how do people use our local coast? **Location:** Ideally a coastal town (if this is not possible, visit a local village, town or city that attracts visitors. Please note: if a coast is not visited, parts of the lesson plan may need to be amended to suit the chosen location.)

Fieldwork planner - key stage 2

	Autumn	Spring	Summer
Year 3 (LKS2)	Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?
	Lessons involving fieldwork: Lesson 6: Where have the rocks around school come from? **Location:** School grounds	**Lessons involving fieldwork:** Lesson 6: How did our expedition go? **Location:** School grounds	**Lessons involving fieldwork:** Lesson 3: Can I explain the location of features in my local area? **Location:** Local area
Year 4 (LKS2)	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?
	Lessons involving fieldwork: Lesson 5: How is our local woodland used?: Data collection **Location:** Local woodland (or park)	**Lessons involving fieldwork:** Lesson 5: Are our school dinners locally sourced? **Location:** School grounds	**Lessons involving fieldwork:** Lesson 6: What features does our local river have? **Location:** River environment
Year 5 (UKS2)	What is life like in the Alps?	Why do oceans matter?	Would you like to live in the desert?
	Lessons involving fieldwork: Lesson 4: What is there to do in our local area? **Location:** Local area – focus on recreational land use (tourism)	**Lessons involving fieldwork:** Lesson 5: How littered is our marine environment?: Data collection **Location:** Marine environment (beach, river, reservoir, lake or pond)	**Lessons involving fieldwork:** None
Year 6 (UKS2)	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?
	Lessons involving fieldwork: Lesson 5: How is population impacting our local environment?: Data collection **Location:** Urban area (e.g. town centre)	**Lessons involving fieldwork:** Lesson 6: Where is the best place for a solar panel on the school grounds? **Location:** School grounds	**Lessons involving fieldwork:** Lesson 4: Collecting the data. **Location:** Local area

Curriculum Progression Map

https://www.kapowprimary.com/wp-content/uploads/2022/08/P_4Geog-Progression-of-KSAV-A4_KP22-21.12.22.pdf