

**Vision**

Language acquisition is the foundation of thinking and learning. Reading, vocabulary development and phonics – alongside opportunities which give real life experiences are at the heart of our curriculum design. Our vision is for all of our children to flourish. We believe in providing opportunities to inspire each child, so they believe in their own ability to achieve their very best. We develop the whole child, enabling all our children to live life in all its fullness, through exciting learning experiences.

We have high expectations of ourselves in providing a positive climate for high academic achievement, as well as for our children’s confidence, character, motivation to learn and preparation for life in modern Britain.

**Core Purpose**

It is our core purpose to provide life changing educational experiences and opportunities, which allow all children, no matter their starting point or personal circumstances, to experience learning success.

We achieve this by creating the conditions for personal growth for all members of our community. This will include a combination of high expectations, high quality professional development, care for the individual and innovative approaches to curriculum design, delivery, impact assessment and pedagogy.

Intent

At Leftwich it is our intent for the Geography curriculum to inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

We aim to promote the children’s interest and understanding of places, people, resources and natural and human environments, together with an understanding of the Earth’s key physical and human processes.

Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. We aspire to teach our children to be Global Citizens with an awareness and responsibility for the challenges facing the planet.

The geography curriculum at Leftwich enables children to develop knowledge, vocabulary and skills required to meet the needs of the national curriculum as well as promote their spiritual, moral, social and cultural development. Our Geography curriculum encourages children to respect each other, value diversity in our society and develops children’s awareness of cultural differences in our own and other countries.

Our school has its own local context and unique geographical features. These are important contextual factors that we acknowledge to ensure the curriculum offer celebrates our local identity. Our world is ever changing so our curriculum addresses many issues of our time such as climate change, pollution, war and displacement. Geography plays an important role in preparing our children for their future lives and the challenges that lie ahead.

Our curriculum is progressive and builds upon prior knowledge and skills. For example, the development of map skills begins in EYFS in the local environment with journey maps and evolves through each year group. This ensures children are able to experience all aspects of maps skills including interpreting and drawing their own maps, identifying features and using scales and grid references. Development of geographical vocabulary is continuous and progressive, each year group building on vocabulary from the previous year.

Our cross curricular approach ensures that quality texts are at the heart of the curriculum and that links are made between learning experiences and opportunities. Where possible, Geographical links are used to offer children first hand experiences through fieldwork, map skills and research. This material encourages children to freely form their own opinions about our world. For example, Year One’s quality text “Stickman” is centred on the four seasons and weather changes, which is linked to a field trip to Delamere Forest to experience Autumnal changes in a forest environment. This gives the Children the opportunity to explore a contrasting local environment and allows them to form links between their experiences and the text.

Implementation

The school curriculum has a clear, intentional ‘flow’ of knowledge from the areas of learning in the EYFS into the National Curriculum subject. The word Geography is used meaningfully with pupils in all lessons. The curriculum builds and links pupils’ geographical knowledge over time.

In EYFS pupils’ may draw out geography from story books or local fieldwork and are working at a local scale.

At Key Stage 1 children begin to use maps and recognise some physical and human features in the local environment. Fieldwork allows pupils to experience, first-hand, different landscapes and consider physical and human processes. They build on local knowledge to use maps to explore the countries of the UK as well as continents and oceans of the world. They make a meaningful comparison between the local area in which they live and a place outside Europe. Children begin to look at the weather and seasonal changes around them.

At Key Stage 2 pupils use a wide range of mapping at different scales and develop skills to locate places and features effectively. Fieldwork studies are increasingly challenging to expand pupils’ experience of local and familiar, as well as less familiar environments. They build their knowledge of places in the wider world and use contemporary issues and events in the news to apply their knowledge and thinking.

The curriculum is planned to ensure that pupils gain a secure knowledge of the different aspects of geography and remember it for the long-term. New knowledge builds on pupils’ secure prior learning. Curriculum plans provide for consolidation and revisiting in similar, as well as different, contexts to allow pupils’ to build on prior knowledge.

The geography curriculum makes meaningful links to English texts and addresses issues of our time through carefully planned interconnections. These include religious and cultural diversity, technological innovation, empires and monarchy, social change, environmental impact, displacement and invasion and individuality. For example, in Year 3, the text Jemmy Button is a story about a boy who is displaced from his home in the rainforest of South America. This provides links to the Geography study of South America.

Each year school celebrates Earth Day in Spring term where each class learns about a global issue that impacts the environment.

At the beginning of each topic, through pertinent questioning, children are able to convey what they know already as well as what they would like to find out. This ensures that lessons are relevant and takes account of children’s different starting points.

Teacher assessment gives confidence in the progression of skills and knowledge and that outcomes have been met.

Impact

We believe that, through our curriculum, geography learning is loved by teachers and children across school. Teachers have high expectations and quality evidence is presented in books.

All children will use geographical vocabulary accurately and understand the different strands of geography (locational knowledge, place knowledge, physical and human processes and geographical skills and fieldwork)

Children will begin to make links to other curriculum areas such as history and science, they will improve their enquiry skills and curiosity about the world around them and their impact upon the world. Through geography children will develop into globally aware citizens. They will realise that they have choices to make in the world, with a sense of responsibility to the environment and the future of the planet.

Children will become competent in collecting, analysing and interpreting a range of data gathered. They will be able to interpret a range of sources of geographical information and they will communicate it in a variety of ways.

We measure the impact of our curriculum through the following methods:

* Assessing children’s understanding of topic linked vocabulary before and after the unit is taught.
* Class/pupil discussions about their learning.
* Images and videos of the children’s practical learning/fieldwork.
* Interviewing the pupils about their learning (pupil voice).
* Book look meetings where pupil’s books are looked at and there is the opportunity for a dialogue between subject lead and teachers to understand their class’s work.
* Marking of written work in books. Feedback is given verbally, through questioning and next steps.
* Quizzes and True/False questions to assess new knowledge.

On-going evaluation is undertaken following each lesson, using annotations on medium term planning. A more rigorous means of assessment is currently being discussed and developed with the assessment lead in school. Termly data is inserted to Target Tracker.