



# Geography Curriculum Statement



## Intent

At Eccleston Lane Ends, we aim to inspire children to build their own thoughts and moral views towards our world. The children are encouraged to develop a greater understanding and knowledge of the world, through Locational, Place and Geographical knowledge. The curriculum is designed to equip pupils with knowledge about the Earth's key physical and human processes, with strong links to diverse places, people, resources and natural and human environments. As pupils build their knowledge of the subject, they can deepen their understanding of the interaction between physical and human processes and of the formation and use of landscapes and environments. Geographical knowledge and skills are progressive and are taught to provide opportunities and approaches that provide explanations of how the Earth's features are scaled, shaped, interconnected and change over time.

## Implementation

Geography at Eccleston Lane Ends is taught weekly, or in blocks throughout the year, so that children can achieve depth in their learning. We teach the National Curriculum, supported by a progression document. This ensures that skills and knowledge are built on year by year. The curriculum ensures that knowledge builds progressively and that children develop skills systematically. Existing knowledge is checked at the beginning of each topic and the children are given time at the beginning of each lesson to share key findings from their previous lessons, using a Make it Stick sticker. This ensures that teaching is informed by the children's previous knowledge. Tasks are selected and designed to provide appropriate challenge to all learners, regardless of circumstances, in line with the school's commitment to inclusion. At the end of each topic, key knowledge is reviewed by the children and checked by the teacher and consolidated as necessary. Geography provision is well resourced and specific resources are available to specific year groups and topics to support effective teaching and learning. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice, especially during our Local History week. Pupil voice is used to enable leaders to assess the impact of the Geography curriculum: whether pupils enjoy and are motivated by the subject and whether they are confident and able to talk about what they have learnt in Geography, including the recollection of Geographical knowledge, skills and vocabulary that they have been taught over time.

## EYFS

In EYFS, Geography is implemented through exploration of the world around us, as well as learning about people in the world. Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities, and traditions. Children also learn about the world, exploring similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes. Key learning and vocabulary are evidenced through floor books.

## Impact

By the time children leave Eccleston Lane Ends, they will:

- Have an excellent knowledge of where places are and what they are like.
- Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- Have an extensive base of geographical knowledge and vocabulary.
- Have the ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Have frequently utilised fieldwork and other geographical skills and techniques.
- Have a real sense of curiosity to find out about the world and the people who live there.
- Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.