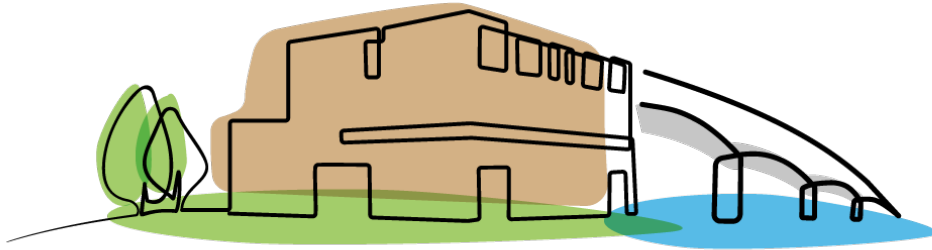


Valentine Primary School

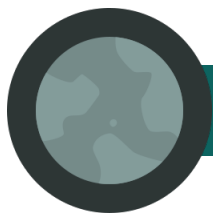


VALENTINE
PRIMARY SCHOOL

Geography Curriculum



In partnership with Lion Learning Pathways



GEOGRAPHY CURRICULUM

Intent

At Valentine, the Geography curriculum has been designed to inspire pupils to ask and answer big questions about the world they inhabit. We do not shy away from encouraging pupils to debate local and global issues – including:

- **Society, culture and change;**
- **Understanding the natural and human world;**
- **Southampton Local study – past and recent changes;**
- **Global environments;**
- **Environmental issues – including the impact of climate change.**

The planning, amended from Lion Pathways, maps all objectives from the National Curriculum to ensure that progression is clear from EYFS to Year 6. Planning identifies the key knowledge and geographical skills pupils need to fully raise and answer questions about the natural and human world and their involvement in this.

Our school community is diverse, with many of our families coming from lands far from Southampton. To celebrate this, our curriculum focuses on societal and cultural influences to help our pupils to understand world-wide attitudes, values, and beliefs.

Disciplinary knowledge

Although planned sequentially, the curriculum considers the **purpose of geography** to help pupils to understand how geographers think and how they find out about the world.

Our planning is developed through three concepts:

- **Places** – physical places, continents and regions etc.
- **Spaces** – understanding the significance of places – leisure spaces, agricultural spaces, climate etc.
- **Environment** – knowledge of landscapes and regions – e.g. mountain, desert or polar. Helping pupils to understand ecosystems and physical or human features.

Planning

Throughout our lesson plans and connected lesson visuals, pupils are presented with layered content that builds understanding over time. We know that pupils presented with disconnected information in lessons cannot build fluency or apply the knowledge and skills in meaningful contexts.

We are clear at Valentine that pupils knowing or remembering capital cities or the location of a famous river does not mean that they are thinking geographically. These interconnected facts develop knowledge but it is the layering of concepts that allow geographical understanding.

Thinking geographically	<ul style="list-style-type: none"> ▪ Why does a Geographer need to know that? ▪ Okay, so it's like this in Southampton - what is it like in...? (local and global) ▪ How has the place/area/continent changed over short and long periods of time? (time and change) ▪ Why do people move here? What is the appeal? (economic and social)
Geographical enquiry	<ul style="list-style-type: none"> ▪ Why are cities larger than towns and villages? Why do people move? (population) ▪ What makes places good places to settle? (physical geography - landscape, terrain) ▪ Why are places changed and altered by people? (change and development) ▪ Understanding environmental change and consequences of human/physical behaviours on the planet.
Geographical skills	<ul style="list-style-type: none"> ▪ Map work ▪ Field work ▪ Evaluating consequences of change and development ▪ Investigating ways that places can be improved - transport, communication etc.

Implementation

“Geography is about more than memorising places on a map - it’s about understanding the complexity of the world”

Barack Obama

Experiential learning

Valentine serves a diverse pupil population and many of our children speak English as an additional language. To ensure that pupils can progress, a heavy emphasis is placed on language and terminology study. Lessons begin with word banks and visual representations to support cognitive understanding.

Component lessons, in a unit sequence, end with a composite task. These range from:

- Creative tasks - such as creating a model of a river basin and how it works
- Immersive activities - such as climate activist demonstrations
- Drama based learning - debating geographical concepts
- Writing in role - pupils using their skills in meaningful writing contexts.

Valentine Great Exhibition

At the end of each term, pupils are set home learning to create a piece of work to exhibit at the Great Exhibition. Our school hall is transformed into an exhibition venue where parents and carers are invited to see the product of learning.

Pupils may choose any subject and any component learnt within that term and a prize is awarded for the best showcase piece.

The aim of the exhibition is to support parents and carers in their understanding of our ambitious curriculum. Further, it enables pupils of all abilities to showcase their newly acquired knowledge in a format that best suits their own learning style.



The exhibition provides pupils with a platform to talk about and articulate their learning in Geography.

For families at our school, it provides a home learning activity spanning four to five weeks where pupils and parents can work together to produce an exhibit – bringing the classroom and home closer.

Assessing pupil progress in Geography

Teachers continually employ formative assessment to understand how pupils are knowing more and remembering more.

Each lesson, across the curriculum, begins with re-capping of the previous component lesson. Quick fire questions are answered verbally, in books or in groups.

Quizzes, delivered through IT and plenary activities, further demonstrate the knowledge pupils' have acquired. This example of low-stakes testing supports teachers in making balanced decisions on when to recap and repeat knowledge to ensure that is fully embedded.

The Lion Pathways provide a composite assessment task at the end of each component unit. This combines pupil self-assessment with teacher assessment indicating how well pupils have progressed in the component unit.