

Curriculum Subject Statement: Geography

The principles for River Bank Primary school's curriculum design follows Dylan William's *Principled Curriculum Design* (2013), which are:

- *Balanced*
- *Rigorous*
- *Coherent*
- *Vertically Integrated*
- *Appropriate*
- *Focused*
- *Relevant*

Details of how these have been incorporated into our overall curriculum design can be found on the *River Bank Primary Curriculum Intent Statement document*.

In specificity to Geography, some of the applications are further explained, below.

A 'Balanced' Geography Curriculum

At River Bank Primary School this is evident in our curriculum design in the following ways:

1. All learning content for Geography is taken from the National Curriculum programme of study and all statutory objectives are covered throughout KS1 and KS2.
2. Geography has 2/3 sequenced topics in each year group, which are taught weekly, and are protected from being replaced by core subjects. Curriculum content is not 'blocked', but individual lessons can be extended in cases where more time is essential to understanding.
3. Trips and visits are planned carefully to support curriculum content and to offer children an experience which is both memorable and informative. Examples of this would be: visiting the key landmarks of London on an open bus tour (year 3); having VR sessions on life in the North and South Pole (year 6); and visiting the seaside (year 2)

A 'Rigorous' Geography Curriculum

At River Bank Primary School this is evident in our curriculum design in the following ways:

1. All of the Geography is taught through a context of both **Human Geography** and **Physical Geography**. This is taught from year 1 through to year 6.
2. **Cultural understanding and diversity** are sequenced all through the years. For example, in *Our Locality: Our Country* in year 1, children are finding out about themselves; key aspects of Luton; and how it compares to different places in the world. This is further developed in *'Mapping in the Local Area'* in year 2, where children have the opportunity to talk about the human and physical features of an area of Luton for which they live. In year 5, they study how Luton is affected by pollution and climate change; and finally in year 6 they compare Luton to two other areas of the world. In all of these the rich culture and diversity of Luton is explored and celebrated; and the children's own cultural understanding and diversity is explored and celebrated.
3. The concept of **place** is equally as rigorous. In addition to the sequencing detailed above, children explore Luton, England, The UK, countries in Northern and Southern hemispheres in various detail. This includes key rivers, seas and oceans, different use of land and the effect of climate of them.

4. PDRs for curriculum leaders often focus on the area for which they are leading, which helps to raise the expertise of leaders.

A 'Coherent' Geography Curriculum

At River Bank Primary School this is evident in our curriculum design in the following ways:

1. The Geography curriculum has been carefully designed and sequenced to build on previous knowledge and have subsequently knowledge then continued to be built. This coherence is designed across curriculum areas. For example, 'The Seasons' are taught through 'Seasonal Changes' in science in year 1, focusing upon the features of each season. In geography later in the term, it's focus extends to how the seasons are different in northern and southern hemispheres. Subsequently, non-chronological reports are written in English titled 'What are the Seasons?' where this knowledge is implemented. Appropriately levelled texts are used in guided reading sessions to further build upon this knowledge; and in art the children are exploring the seasons through the work of Eric Carle. All of this knowledge is sequenced in a way which is coherent and builds upon and revises key knowledge.

A 'Vertically Integrated' Geography Curriculum

At River Bank Primary School this is evident in our curriculum design in the following ways:

1. Geography material taught at one point in time builds on materials taught earlier, and feeds what is to be taught. An example of this would be: knowing the names of the seven continents on Earth; locating them on a world map and globe (year 1). Identifying foods that come from each of the six (out of seven) continents (year 2). Looking at the location of key landmarks across the seven continents and their effect on tourism (year 3). Comparing climate zones in three cities from three continents (year 4). Looking at biomes typical to many of these continents (year 5). And comparing countries of different continents (year 6).
2. A further example of this would be: conducting local walks and identifying examples of human and physical geography (year 1). Conducting sketch maps of a local area (year 2). Working with 4-figure referencing on maps (year 3 and 4). Working with 6 figure referencing (year 5 and 6). And understanding and using topographical maps (year 5 and 6).

An 'Appropriate' Geography Curriculum

At River Bank Primary School this is evident in our curriculum design in the following ways:

1. Geography material is sequenced and taught from the National Curriculum on a 'year by year' basis.
2. Children are not set according to ability in Geography.
3. In Geography, independent learning tasks are set by the teachers using the 'Slope of Difficulty' approach, with any misconceptions / misunderstanding picked up through feedback in the next section or same-week intervention.
4. Essential knowledge is tested as part of low-stakes retrieval practice at the start of each Geography session.

A 'Focused' Geography Curriculum

At River Bank Primary School this is evident in our curriculum design in the following ways:

1. Geography medium-term planning highlights material we consider essential amongst other important material.

2. The essential Geography knowledge makes up much of the retrieval practice that takes place at the start of each session.
3. Each year, the Geography content is reviewed and refined with teachers, year leaders and curriculum leaders.

A 'Relevant' Geography Curriculum

At River Bank Primary School this is evident in our curriculum design in the following ways:

1. In Geography, children are able to engage with school trips which offer experiences to children and to make learning as concrete as possible. For example: visiting the key landmarks of London on an open bus tour (year 3); having VR sessions on life in the North and South Pole (year 6); and visiting the seaside (year 2)
2. In Geography the material within our curriculum areas is relevant to the children's own interests and helps our pupils be good citizens of the future. This includes: looking at climate change, flooding and plastic waste; key figures from different cultures and countries; the North and South Pole; and the children's home town of Luton and the changes that have been seen in it over the past 100 years.