



NUTFIELD CHURCH (C OF E) PRIMARY SCHOOL

Subject Leaders Curriculum Statement for Geography

September 2024

Vision

We fully embrace the vision stated in the Church of England's Vision for Education 'Deeply Christian Serving the Common Good' published in July 2016 of educating the whole person. We aim for our children and members of the wider school community to flourish in all they do and '**live life in all its fullness**'. (John 10:10)

Values

- We are a church school, which believes in the importance of **community**, where people from all races, religions and cultures act in **peace** together.
- Our pupils, staff and families work together as a team, with **wisdom** supporting each other through our learning. We have **hope** in our challenges and in our successes.
- We recognise the **dignity** and ultimate worth of each person, created in the image of God, further shaped by the person, teaching and example of Jesus. We look to the future with **joy**.

Intent:
At Nutfield Church, we are committed to fostering a deep curiosity and interest in Geography, aiming to inspire our children to learn about the world and understand the variety of cultures and communities within it. Our mission is to provide them with insights into diverse locations. To facilitate this learning process, we encourage children to participate in exploring their topics of study. Teachers support this by prompting children to ask questions, which are then addressed in our lessons.
Implementation:
At Nutfield Church, the geography curriculum is delivered every other half term, alternating with history lessons. Occasionally, geography is integrated with the Expressive Arts curriculum, allowing for creative projects that arise from geographical themes. To enhance student engagement, a range of secondary sources is employed, including songs, photographs, OS maps, atlases, and digital technology, which encourage active involvement in lessons. In the classroom, the use of precise vocabulary is essential, with geography-related terms being clearly defined and examined.
Impact:

At the end of every half term, we conduct assessments of the children, reviewing their work from the term to assess their progress and attainment. By the conclusion of our teaching, we aspire for the children to possess a thorough understanding of their surroundings and the factors that have shaped them. We intend for them to retain significant geographical knowledge that connects to real-world contexts, leading to an increase in their overall knowledge, memory, and understanding.

How does your subject promote diversity and help our children understand diversity?

The study of geography enhances diversity as children explore the lives of diverse cultures and customs worldwide. Throughout their experience at Nutfield Church, they will have learned about the everyday experiences of people from various nations across every continent.

How does your subject help children understand SMSC?

Social:

In the classroom we ensure group work, debating and role play to develop good social behaviour.

Moral:

Most issues have a moral dimension, for example: environmental relationships – Why are we burning the rainforest? What can we do to combat global warming? The opportunities for the children to discuss and debate these within the safe environment of the classroom.

Spiritual:

The study of real people in real places which can give the opportunity for the children to reflect on their own values and beliefs, explore their own feelings about the people, places and environments that they are learning about.

Cultural:

The study of real people in real places. Children can learn about the local area, why it is like it is and compare this with a contrasting place – this could be a different town in their country or another country.

How do you ensure pupil premium, SEND and other disadvantaged children can fully access the content?

- Teacher and TAs support in lessons
- Work is differentiated
- Constant communication with class teachers and SEN leader regarding SSA targets.

Good practice in your subject to share with others:

- Effective use of resources
- Medium term planning effectively - To ensure after each topic of geography to have a keep, bin, change method. To continue to develop our Geography curriculum.
- To continue being reflective – what has worked before may not have worked this time or it could be improved or changed in some way.
- Ensure all pupils have access to the lesson content.

Ofsted defines Cultural Capital as: As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum: 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

How does your subject add to the cultural capital for children?

The children explore the diversity of individuals from various countries, discovering the multitude of languages spoken and the unique cultures and customs that exist. They also come to understand that even within their own nation, there can be significant differences in communication styles, levels of intelligence, educational backgrounds, and personal priorities and beliefs.

An Exemplar - Progression of one key skill from Reception to Year 6: **Map Skills**

Reception	To understand what a map is.
Year 1	To recognise that a picture map is about a place.
Year 2	To use an infant atlas to locate places.
Year 3	To locate places on larger-scale maps.
Year 4	To locate places on large scale maps (for example, find Spain on a map of Europe, find America on a globe)
Year 5	To select a map for a specific purpose (for example, atlas to find the major rivers in Europe; OS map to find a local village; simple GIS software to look at land-use in a locality)
Year 6	To use atlases and Google Earth to find out about other features of places (for example, mountain regions, weather patterns)

What else Subject Leaders do:

- Monitor the long term planning on the school website for all year groups.
 - Subject leaders contribute to the planning, creative ideas, staff training, assessment and resourcing.
 - Termly subject leaders analyse the data and produce a report for teaching staff.
- Termly book looks to check standards are being kept and learning objectives met.

Questions children could ask:

- Who lives there?
- What natural resources are found here?
- Which natural disasters are known to happen here?

Questions Ofsted, parents or Governors could ask:

What are the aims of your curriculum?

- What is your vision?
- How do you sequence learning?
- How do you make sure children have the requisite skills?
- How do SEND and PP children do in your subject?
- What attainment and progress is there?
- What are the key skills? How do you build on this year on year?
- How do you know if children are making expected progress?
- How do you support children?
- What training do you give to staff to make sure they have the necessary skills?

Also see:

SDP for main priorities this year for each curriculum subject

Nutfield Church Geography curriculum overview:

<https://nutfieldchurchprimary.co.uk/wp-content/uploads/2024/01/Geography-Curriculum-Overview-2023-2024.pdf>

Geography National Curriculum:

https://assets.publishing.service.gov.uk/media/5a7c1ecae5274a1f5cc75e97/PRIMARY_national_curriculum_-_Geography.pdf

This document has been written specifically by the subject leader. This document is for anyone who is interested in reading about why and how we teach this subject.