

Curriculum Intent Statement for Geography

Within Geography lessons here at Ox Close, logical sequences of learning allow the children to gather a well-balanced mix of core knowledge and fundamental skills that can be successfully applied across a range of topics during their years with us. The curriculum is broad and engaging, designed to acknowledge and enhance the interests of the students, as well as efficiently utilise the understanding of staff within the school with suitable opportunities for continuous professional development are numerous points.

Opportunities to formulate and present views and opinions are embedded within the curriculum, as well as site visits and the use of websites and available links which extend learning beyond the classroom, develop pupils who are articulate, thoughtful, respectful, well rounded global citizens. These experiences and sources help to create language rich classroom environments from the earliest of settings, which extend the vocabulary of children and support SEND children through the use of word banks and Teaching Assistant support. Additionally, these first-hand experiences are used to stimulate learning across the curriculum, for example by providing opportunities to produce contextualised extended pieces of writing. Ox Close develops a growth mindset amongst the pupils by challenging the children with more complex ideas in Upper Key Stage 2 Geography and encouraging them to apply their knowledge to the context of the wider world. A suitable balance between practical and written tasks gives the children the opportunity to develop this resilience and growth mindset through challenge and verbal and written feedback.

Continued emphasis on the importance of reading sees further opportunities to read related texts outside of formal lessons and links clearly to the embedded use of Accelerated Reader across the school. The use of enquiry-based learning is used to foster within each child a thirst for knowledge that broadens their worldly experiences and brings what seems far away into the classroom. Exposure to, and appreciation of, different locations, traditions and cultures works alongside Modern British Values of democracy, rule of law, individual liberty and mutual respect, in addition to tolerance of those with different faiths and beliefs. Open-ended questioning and varied chances for collaborative learning is utilised to develop the children's confidence and self-esteem, encouraging the children to have well informed opinions, to view the world in a respectful manner and to be curious about the world in which they live.

This begins with our youngest children in Reception who will show an interest in the world around them, exploring and observing the plants and animals in a range of local environments. They can compare and contrast elements of the natural world, using their own experiences to guide their explorations. With guidance from our staff, our pupils can identify some of the changes that they see occurring and begin to understand the role of change, such as through seasons and weather patterns.

Children at the end of Years 1 and 2 will be able to name and identify the seven continents and five oceans of the world on a map, as well as show the location of the equator, North and South Poles. They are able to recognise hot and cold climates, in addition to

understanding the physical features of an area, such as mountains, rivers and coasts. The children can name the four countries that make up the United Kingdom and their corresponding capital cities, and can observe and discuss local weather patterns. They can confidently use the four points of the compass to recognise direction within a number of different locations.

Our students in Years 3 and 4 will be able to name and locate at least eight European capitals on a world map and their location in relation to the equator, Tropic of Cancer and Tropic of Capricorn. Building on this, they will be able to make direct regional comparisons between our local area and one from a Mediterranean country, as well as beginning to name significant cities across the world. They will make strong cross-curricular links with their Science studies, exploring the formation and impact of volcanoes and mountains of the world. These key concepts will be cemented through consistent use of maps and globes, using an 8-point compass and 4-figure grid references to identify locations with increasing accuracy, in addition to being able to name and locate at least five different counties within the UK. The 3/4 pupils will complete an in-depth study of our region and examine its role as part of the wider community through planned fieldwork activities, considering larger environmental issues, such as pollution and settlement development.

Our oldest children in Years 5 and 6 continue to build upon their existing locational knowledge in their exploration of North and South American countries. Both digital and world maps are used to explain how and where earthquakes occur, and this knowledge is applied through our regional comparisons between an area of Brazil and the North East of England. Contrasts between biomes, time zones and weather patterns will broaden their understanding of the world as they begin to examine patterns of land use and resources distribution. Our students will be able to describe the journey of a river, label the key parts of the water cycle and explain both the advantages and disadvantages of settlements close to a river.