



Lawrence View Primary and Nursery School Curriculum Offer

Geography

Intent

At Lawrence View Primary School our Geography curriculum is underpinned by the purpose and aims of the National Curriculum for geography and is designed to develop children's curiosity and fascination about the world and its people, that will remain with them for the rest of their lives.

Our knowledge-rich geography curriculum is driven through our school vision which is, 'To create a school environment where children learn and grow together to reach their full potential'; through the leaf values of kindness, curiosity, respect, aspiration and resilience.

<https://www.lawrenceviewprimary.co.uk/visions-and-values/>.

Children will investigate a range of places – both in the UK and the rest of the world – to help develop their knowledge and understanding of the key geographical concepts whilst widening their cultural capital to gain a broader appreciation of life outside of our town.

We are committed to providing children with fieldwork opportunities which will enable pupils to investigate and make enquiries about their local area of Eastwood and Nottingham so that they can take ownership and responsibility for where they live whilst developing a real sense of who they are, their heritage and what makes our local area unique and special.

Our aim is to equip all pupils with developmental geographical enquiry skills, key (sticky) lifelong knowledge and subject specific vocabulary. We aim to embed this conceptual understanding within pupils through a challenging, knowledge rich curriculum, which consistently builds on prior learning and where reading across the curriculum is prioritised. Our geography intent is delivered through high quality teaching and learning opportunities which culminates in children becoming geographically aware citizens that produce high quality outcomes.

Implementation

At Lawrence View, our knowledge rich geography curriculum is topic based and based upon what we consider the most important key facts or 'Sticky knowledge'. It is designed to help pupils gain a conceptual understanding of geography and remember what they have learned by building upon previous learning. Key skills and sticky knowledge are revisited at different points within each year and across year groups and all year groups take part in carefully planned fieldwork opportunities throughout the year.

Progression is mapped out within and across year groups from EYFS through to year 6 and sequences of lessons are planned using this progression mapping. Carefully considered enquiry questions inspire active learning and challenge for all, including greater depth and SEND. Our enquiry approach is outlined in the table: <https://primarysite-prod-sorted.s3.amazonaws.com/lynnecroft-primary-and-nursery-school/UploadedDocument/6697a1c3-082c-455b-b000-b684132eddb8/lvps-geog-overview.pdf>

Each topic has a knowledge organiser, which outlines the knowledge and vocabulary that all children must master and apply in lessons. The organiser also outlines the possibility of geographical careers and recommended books and websites which increase the cultural capital of our pupils and encourages wider reading across the curriculum. Whenever possible we invite people, who are experts in these fields, to visit school to inspire our pupils or take the children out on educational visits.

Respect, Curiosity, Kindness, Aspiration, Resilience.



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Impact

The impact of our Geography offer is measured through our comprehensive monitoring cycle, which includes book looks, learning walks, pupil voice, staff voice, scrutiny and curriculum implementation and intent reviews. Upon review, the subject leader will agree and formulate an action plan for improvement. We assess and track Geography against the Key knowledge and geographical skills for each topic. In assessing, we are looking for sustained mastery, greater depth, inspired learners and children who are fulfilling their potential, including those with SEND and EAL.

The intended impact of our Geography curriculum offer is outlined below:

1. Children have an excellent knowledge of where places are and what they are like, both in Britain and the wider world;
2. Children have a comprehensive understanding of the ways in which places are interdependent and interconnected;
3. Children have an extensive base of geographical knowledge and vocabulary;
4. Children have the ability to reach clear conclusions and explain their findings;
5. Children have excellent fieldwork skills as well as other geographical techniques;
6. Children have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment;
7. Children have a genuine interest in the subject and a real sense of curiosity about the world and the people who live here.