

## LECONFIELD PRIMARY SCHOOL GEOGRAPHY CURRICULUM STATEMENT

| Intent                                | Implementation   | Impact  |
|---------------------------------------|--|---|
| There is a clear progression from     | Substantive Concepts & Vocabulary  | The coverage of the curriculum is progressive from Little |
| nursery (Understanding the World) to  | Children have access to key vocabulary and concepts. They use these purposefully in    | Acorns (Nursery) to Oak Class (Year 6).                   |
| Y6 (Geography).                       | context. Our substantive concepts are: Place, Scale, Movement, Change, Diversity and   |   |
|                                       | Sustainability.  | Children can talk about their geographical knowledge and  |
| As children make progress, their      | Many of our children have lived around the world or the UK. Wherever possible, we      | use prior learning as a starting point. They know more,   |
| growing knowledge helps them to       | draw on their experiences to enhance the geographical knowledge of all.                | remember more and understand more.                        |
| understand the interaction between    |  |   |
| the physical and human processes.     | Enquiry  | Children retain knowledge that is pertinent to geography  |
|                                       | Our Medium Term Plans and lessons begin with a geographical question which             | with a real life context.                                 |
| Our children's geographical knowledge | enables children to build on prior learning as they develop their understanding of the |   |
| enables them to understand our world  | substantive concepts.  | Children understand how geography 'happens' in their      |
| in terms of its diversity and how     |  | local area.   |
| human and physical geography are      | Resources  |   |
| interconnected and change over time.  | We use a range of resources to enhance learning including atlases, ordinance survey    | Children have a good understanding about the world        |
|                                       | maps, digital maps, Odizzi and first hand experiences. This is not an exhaustive list. | around them and how it has been shaped.                   |
|                                       | Our curriculum is carefully structured so that geographical knowledge is revisited to  |   |
|                                       | ensure curriculum coverage for mixed age classes.                                      |   |
|                                       |  |   |
|                                       | Outdoor Learning   |   |
|                                       | Wherever possible, we use the local area and environment to give children first hand   |   |
|                                       | experiences of Geography e.g. the changing seasons, housing developments and local     |   |
|                                       | changes in land use.   |   |
|                                       |  |   |