













# Geography Curriculum

At Ferham Primary, we follow Ark Curriculum + in Geography. Having a strong foundational knowledge will enable our pupils to participate, challenge, and reshape the world around them. There are four core pillars underpinning the discipline of history: (below) which we have supplemented with fieldwork skills from the National Curriculum.

1. Historical enquiry, exposes pupils to key questions and gives them the opportunity to ask their own questions.
2. Historical enquiry relies on pupils acquiring sufficient historical knowledge.
3. Alongside this knowledge, pupils are given the opportunity to develop historical concepts: evidence, interpretation, cause and consequence, change and continuity and significance. Historical concepts provide the structure that shapes the practice of history. These will be revisited multiple times throughout the year and progress across year groups.
4. Finally, pupils learn to communicate historical findings in a sequenced, coherent manner both in verbal and written form.

INTENT	IMPLEMENTATION	IMPACT
 <p><b>Alignment to National Curriculum</b></p> <p>The school's curriculum exceeds the National Curriculum programme of study. Curriculum is based on the best available research &amp; evidence about what children need to know and retain as well as how they learn, memorise and practice what they have learnt. Careful consideration has been given to how the concepts and knowledge have been organised.</p>	 <p><b>Pedagogical Approaches</b></p> <p>As pupils develop their geographical knowledge and understanding, they will also develop their geographical skills: using maps, atlases and globes as well as using directional language, a compass and understanding grid references and keys. The world map is displayed in each classroom and teachers use this as a constant resource to build secure interconnected knowledge.</p>	 <p><b>Approach to Assessment</b></p> <p>The approach to assessment is less formal than in core subject disciplines. In Geography, there is ongoing teacher assessment to ensure that the children are keeping up with the pace of the curriculum and achieving our goals.</p>
 <p><b>End Points</b></p> <p>All pupils leave primary school with an understanding and respect for the unique human, physical and environmental geography available to them within and around their local area. Our pupils will have a wider, global awareness consider global challenges faced in the movement of populations and the distribution of natural resources. They will also learn to map the world in its entirety – considering how it is connected through economic activity and trade links.</p>	 <p><b>Teachers' Expert Knowledge</b></p> <p>All teachers attend CPD sessions before starting to teach a unit and they also take responsibility for engaging with the reading list and introductory videos to ensure that their subject knowledge is secure. The knowledge organisers can also support this as it enables the teacher to prepare for the core knowledge. Teachers also reflect on each topic after completion with this input being used to continually refine each taught topic.</p>	 <p><b>Performance Data</b></p> <p>There is no published data for history at primary school. The school tracks foundation subjects very broadly to ensure that pupils are working within the curriculum expectations for their year group. This is reported to parents within the end of year report.</p>
 <p><b>Sequencing</b></p> <p>The geography curriculum begins in Year 1 with pupils completing an in-depth local area study, which provides pupils with a concrete experience of geographical enquiry skills. Following this, pupils explore contrasting localities in all five continents exploring key human and physical characteristics. Pupils will learn that human and physical geography are intertwined through a concept known as environmental geography. Human, physical and environmental geography will be studied at all scales, from localised regions to the wider world.</p>	 <p><b>Promoting Discussion and Understanding</b></p> <p>The core knowledge and vocabulary are the entry point and our aim is to connect this knowledge, for example, so that pupils can observe similarities and differences between their local geography and the wider world. They can understand, describe and appreciate the world whilst also being able to discuss and debate issues on a local, national and global scale. Pupils will be given the opportunity to develop their ability to ask perceptive questions, think critically, analyse evidence, examine arguments, develop judgement, and understand differing perspective.</p>	 <p><b>Pupils' Work</b></p> <p>Our pupils record their learning within the workbooks which provide children with opportunities to record work with increasing independence. The end of unit double page spread allows pupils to use what they know to answer the driving question of the unit.</p>
 <p><b>Addressing Social Disadvantage</b></p> <p>Pupils develop a secure understanding of the local area to assist with their knowledge of self and identity. Learning about other places in the world expands their horizons and exposes them to realities and possibilities that they might not otherwise have experienced.</p> <p>In KS1 Pupils begin their journey in geography with a study of the familiar: the local area. Local area</p>	 <p><b>Knowing More and Remembering More</b></p> <p>The pupil workbooks include mini knowledge assessments, and teaching actively promotes recall and retrieval strategies to commit knowledge to long term memory and this is part of a wider suite of metacognition tools and strategies used in all lessons.</p> <p>Formative assessment is the key focus. In addition to the mini knowledge quizzes, pupils also complete a</p>	 <p><b>Talking to Pupils</b></p> <p>The geography curriculum leader talks to pupils in all year groups as part of the monitoring cycle to gauge their attitudes towards the geography curriculum, to determine whether they know more and remember more, ask perceptive questions, think critically, analyse evidence, examine arguments, develop judgement, and understand differing perspective.</p>
<p><b>Links / References</b></p>		



Local Context

knowledge provides an anchor from which all other geographical topics and taught, and links are made to this frequently.



Teacher  
Assessment

double-page spread to demonstrate their knowledge and understanding.

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