

## **Curriculum Statement for Geography**

### **Geography Intent**

At Highbury the intention of the geography curriculum is to enable children to gain knowledge and an understanding of world geography and equip them with the knowledge of diverse places, people and human and physical processes. The approaches to gaining knowledge and understanding about geographical features are taught through the development of geographical enquiry skills. In the geography curriculum, there are equal opportunities for all children to engage in new experiences, children from all backgrounds including disadvantaged should have the same opportunities using our school values to promote positive attitudes to learning and developing a growth mind set for all.

### **Implementation of Geography**

At Highbury the geography curriculum is mapped out across the whole school using the National Curriculum guidance, this is detailed in the whole School Curriculum Overview which maps out all the themes for each year group. The Geography Curriculum is planned with a progression of key geographical skills when learning about a specific geographical topic with key vocabulary taught explicitly. This progression takes into account prior learning and consolidates the key skills. The children learn the following geographical skills:

- To understand the interaction between physical and human processes
- To build a picture of the formation of landscapes
- To understand different environments
- To communicate about the world and the differences between continents
- To learn how to use an atlas to locate areas of interest

The geography curriculum promotes reading and communication skills so children are able to apply their English skills and have the opportunity to write for a range of purposes using geographical knowledge, understanding and vocabulary.

### **Impact of the Geography curriculum**

Children will be learning the key geographical skills building an their understanding of the world and can use their literacy and computing skills to communicate information about this using original ways to present information whilst using geographical vocabulary accurately. This will allow them to know more and remember more about key environmental factors, so that they are ready for the next stage of their learning at Highbury and when they leave to start their secondary education. The children will leave Highbury with a greater awareness of the human and physical features and how this has impacted on the development of the local area and the world and different cultures around them. Their curriculum experiences will have allowed them to gain an understanding of the interaction between physical and human processes and of the formation and use of landscapes and environments.

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