

A Curriculum with HEART....

Our forest/rural surroundings encourage curiosity and wonder and therefore our curriculum is an adventure that allows our children to explore new things, discover more about themselves and the world around them and create a toolkit of knowledge and skills that mean they are well equipped to face the next stage of their adventure. Our values run through everything we do and mean we face adventures with HEART.

Geography Subject Statement 2023-2024

‘Geography underpins a lifelong ‘conversation’ about the earth as the home of humankind’
Geography Association

Through Geography, we aim to inspire curiosity and fascination about the world. By learning about different people, cultures, landscapes and environments and the links between them, our children will develop a growing knowledge that will help them to make sense of the world they live in.

In line with the National Curriculum, our children develop their knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As they progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

At the Federation of Burley and Sopley Primary Schools we believe that through Geography our children will be curious to learn about the amazing world that surrounds them, looking at the physical and human features, locally and globally. Our curriculum evolves so that we can ensure contexts remain relevant. We believe that the power and impact on long-term memory of using real places, real experiences and real issues to make the geography ‘come alive’ cannot be understated. We work hard to develop our own subject pedagogy to ensure that we respectfully reflect the realities of other people and places in a way that promotes understanding and challenges the stereotypes that can inadvertently be taught.

Our children experience three interrelated strands of knowledge:

Disciplinary knowledge

Procedural knowledge

Substantive knowledge

Disciplinary Knowledge (The Why?)

The Geography ofsted review in 2021 identified overarching concepts which help organise disciplinary knowledge into ‘Big ideas’. As a school we have begun to map these threads through our curriculum carefully so that we have a means of identifying what it means to think geographically.

Space: Understanding location – a specific geographical point on the earth’s surface

Place: Understanding the physical and human characteristics of a location and the meaning humans attach to it

Cultural understanding and diversity: Appreciating the differences and similarities between people, places, environments and cultures

Interdependence: Understanding the social, economic, environmental or political connections between places

Sustainability: Exploring sustainable development and its impact on environmental interaction

Scale: Appreciating different scales (from personal and local to national, international and global)

Change: Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies

The explicit teaching of disciplinary knowledge means that we're able to show the children how geographers use the different 'Big Ideas' to focus on specific aspects of study and the connections between them. The same 'Big ideas' are taught, revisited and referred to in every year group as the children move through school.

Procedural Knowledge (The How?)

Procedural knowledge represents the skills of a geographer. This knowledge is drawn from the National Curriculum programmes of study and is organised into a vertically integrated progression so that the children revisit and deepen their knowledge and understanding in each year group as they move through school. For example, the children are taught how to analyse geographical sources. This is taught in every year group from year one to year six. As the children move through school, they are presented with increasingly complex sources and are taught how to analyse them in increasingly complex ways.

Substantive Knowledge (The what?)

Substantive knowledge represents the geographical content that is taught in each year group – in planning, this knowledge is presented as specific 'learning outcomes' – the content we want the children to know and remember.

We aim to develop in all our children a true understanding of their forest environment and its context and use this knowledge to enhance understanding of other environments. As with our science curriculum, through the recent developments of our school grounds, we endeavour to ensure that our children see the environment as an outdoor classroom where geography is all around us. Plans are in place to develop teacher pedagogy to fully utilise the outdoors to teach many of the objectives within the programmes of study.

