



Geography Curriculum Statement

Intent:

Geography at Wyke provides children with a breadth of opportunity and experiences. We set out to discover the geographer in each and every child by igniting their curiosity and passion for the world in which they live and how it became as it is today. Through our teaching of geography, we endeavour to help the children see the opportunities their world holds for them, by understanding it better, seeing how it has changed and appreciating the role in its sustainability. We also place an emphasis on ensuring children's skills such as geographical fieldwork are progressively developed. We focus on challenging children to ask and answer challenging and in-depth questions. Children at Wyke are encouraged to think critically, weigh evidence, sift arguments and develop good perspective and judgement. We endeavour to help children understand that the world is complex and dynamic and challenge them to question their place in this.

Implementation:

At Wyke, geographical contexts underpin many of our cross-curricular topics. The learning of geography is sequenced to develop the children's understanding of place, beginning in the Early Years and Year 1 in our immediate locality and subsequently extending logically beyond this to also consider the wider world in Year 2 and Key Stage 2. Contrasting countries and cultures have been chosen, such as Kenya and The Americas, to enable the children to recognise similarities and differences which broaden their understanding of people and places. Our learning about the wider world is further enriched by our annual international week called 'Wyke Travels the World' during which all of the children engage in learning about a chosen country. Where possible, we link learning with the local area and use its' geographical features. We believe the local area has great value as an accessible and relevant resource for contextual learning in which the children are invested. Throughout both Key Stages and across the Humanities, knowledge and skills are revisited to give context to new learning and Knowledge Organisers are beginning to be used to support the children's acquisition and retention of facts (for example names of rivers and capital cities). We ensure the children have the opportunity to visit places of interest and engage in real life experiences (such as river studies) so that their learning is enriched.

Impact:

We aim for pupils to leave Wyke:

- Keen geographers who are curious about the world around them
- having progressed through a range of methods of enquiry, investigation and analysis to help them find out and deepen their understanding of geographical concepts
- understanding geographical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections and draw contrasts
- demonstrating a contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics.