

<p><b>I n t e n t</b></p>	<p>At Parc Eglos, children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. Our curriculum helps to provoke and provide answers to questions about the natural and human aspects of the world, whilst enabling children to develop knowledge and skills that are transferrable to other curriculum areas. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. Our intent, when teaching geography, is to inspire in children a curiosity and fascination about the world and people within it; to promote the children’s interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. We provide opportunities to investigate and enquire about our local area, this will support children to develop an understanding of who they are, their heritage and what makes our local area so unique and special.</p>					
<p><b>U n d e r p i n n e d b y</b></p>	<p><b>High Expectations (Aspirational)</b></p>	<p><b>Developing the skills of Geographical enquirers</b></p>	<p><b>Investigating places</b></p>	<p><b>Investigating patterns</b></p>	<p><b>Vocabulary (communicating Geographically)</b></p>	
	<p>All children are expected to succeed and make progress from their starting points.</p>	<p>We intend for our children to work as geographers by having real life experiences whilst they explore and enquire in an active and creative way.</p> <p>Our 5 areas of focus are – human processes, physical processes, interconnections, place, time and scale, and Geographical skills.</p>	<p>Children are encouraged to ask and answer geographical questions from an early age. Enrichment opportunities, fieldwork and opportunities to apply learning are fundamental in broadening the children's life experiences. If we know children do not have experiences of going to different places, we build them in.</p> <p>A wide range of resources (such as maps, atlases, globes, ariel images and digital/computer mapping) are used to investigate places and identify key features, develop opinions and give detailed descriptions.</p> <p>All classrooms have a map on display or a globe.</p>	<p>We intend for children to understand some of the reasons for geographical similarities and differences. Learning helps them to describe how locations around the world are changing and explain some of the reasons for change, describe geographical diversity across the world and describe how countries and geographical regions are interconnected and interdependent.</p>	<p>Everyone in our school community is invested in enriching children’s understanding of the power of words. Evidence shows, pupils with the most extensive vocabulary have:</p> <ul style="list-style-type: none"> <li>• better reasoning, inference and pragmatic skills</li> <li>• academic success and employment</li> <li>• better mental health in adulthood.</li> </ul> <p>Through our curriculum, children are introduced to a range of Geographical vocabulary at each milestone, and develop skills so they are able to describe and understand key aspects of human and physical geography.</p> <p>Our Golden Language for Key Stage One is- Environment, Culture, Distance and Change. This is extended in Key Stage Two to include Management and Sustainability.</p>	
<p><b>I m p l e m e n t</b></p>	<p><b>Teaching</b> We aim to provide a high-quality geography education which should inspire in pupils a curiosity and fascination about the world and its people that will remain</p>	<p><b>Planning</b> Planning is based on the Geography Connected Scheme by Collins.</p> <p>Medium term plans are regularly reviewed by subject leaders and teachers to ensure that</p>	<p><b>Resources</b> High quality, up-to-date resources are used to support learning including globes, maps, photographs and atlases – as well as IT resources such as Google Earth in order to also develop children’s digital literacy.</p>	<p><b>Vocabulary</b> Geography lessons have a strong focus on vocabulary which ensures that all children are able to talk about geography using the appropriate language.</p> <p>Access to Quigley Curriculum Geography Vocabulary document for each milestone.</p>	<p><b>Training</b> Taking part in training opportunities and networking events.</p> <p>Access to Geography Quigley Curriculum resource and POP tasks.</p>	<p><b>Monitoring</b> The main purpose of all assessment is to ensure that we are providing excellent provision for every child.</p>

<b>a t i o n</b>	with them for the rest of their lives.	topics remain engaging and exciting to the children, with a clear progression. Geography lessons are planned through termly topics with a focus on knowledge, understanding and skills.		Key golden language is in the front of every child's book, with a definition of the words appropriate for their key stage. This is also displayed in every classroom.		
	<p><b>Wider community/locality</b> The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom embedded in practise.</p> <p>School trips and fieldwork are provided to give first hand experiences, which enhance children's understanding of the world beyond their locality.</p> <p>We promote spiritual, moral, social and cultural development through fundraising ideas to support local, national and global charities. By celebrating our Cornish identity and the community around us, we give children a sense of place within a national and global context.</p>					

Impact	Pupil Voice	Evidence in Knowledge	Evidence in Skills	Outcomes
	<p>Through discussion and feedback, children talk enthusiastically about Geography and experiences they have had. The children will be able to discuss their learning and demonstrate their knowledge and understanding through a range of activities.</p> <p>Engaged children who are all challenged.</p>	<p>By the time children leave Parc Eglos school they will:</p> <ul style="list-style-type: none"> <li>Have an excellent knowledge of where places are and what they are like.</li> <li>Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.</li> <li>Have an extensive base of geographical knowledge and vocabulary.</li> </ul>	<p>Lessons that use a variety of resources to support learning.</p> <p>Children will demonstrate skills of: Being fluent in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.</p> <ul style="list-style-type: none"> <li>Have the ability to reach clear conclusions and develop a reasoned argument to explain findings.</li> <li>Be highly developed and frequently utilised in fieldwork and other geographical skills and techniques.</li> <li>Have significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.</li> <li>Have a passion for and commitment to the subject, and a real sense of curiosity to find</li> </ul>	<p>We teach the National Curriculum, supported by a clear skills and knowledge progression based on Chris Quigley. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.</p> <p>Teachers subject knowledge ensure that skills taught are matched to National Curriculum objectives. This is clear in steps to Learning and POP tasks.</p> <p>Learning is tracked and monitored to ensure all children make good progress in all areas. The impact of our geography curriculum is that our learners are equipped with the geographical skills, knowledge and vocabulary that will enable them to be ready for the secondary curriculum and for life as an adult in the wider world.</p> <p>We aim for end of key stage outcomes that meet or exceed national age-related expectations.</p>

Curriculum Statement for the Teaching and Learning of Geography

			<p>out about the world and the people who live there.</p> <p>Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.</p>	
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