



Our curriculum is focused on the development of every child's knowledge and skills, across all primary subjects, with the aim of ensuring pupils are ready for the next stage of their learning. We encourage our children to: Be Curious, Be Knowledgeable, Be Adventurous, Be Creative, Be Collaborative, Be Reflective, Be Positive.

## Curriculum statement for the teaching and learning of Geography 2021/22

<b>INTENT</b>	<p>Geography at Mullion School will develop children's curiosity and passion for knowledge and understanding of people and places. At Mullion, we learn about the wider world as well as local areas, looking at the physical, social and economic issues surrounding each case study. Use of maps, atlases, photos and the internet ensure a well-balanced and interactive method of learning for all pupils. There are many cross-curricular links with subjects such as literacy, numeracy and computing.</p> <p>In the Foundation Stage, children learn about similarities and differences in relation to places, objects and materials. They are able to discuss their own immediate environment and understand how environments may vary from one to another.</p> <p>During Key Stage 1 and 2, pupils explore physical and human differences in the world around them. Children learn about the skills needed to ask geographical questions about a locality in the UK compared to a locality in a less economically developed country. Children are taught how settlements differ and change and they understand environmental issues linked to these. Children also learn about water and its effect on landscapes such as rivers and coasts. They are taught differences in weather and the effect of climate change.</p>					
	<b>Underpinned By</b>	<b>The teaching of skills</b>	<b>The application of skills</b>	<b>Vocabulary</b>		
<p>Mullion Primary pupils will:</p> <ul style="list-style-type: none"> <li>collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems</li> <li>communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> </ul>		<p>Pupils are given regular opportunities to develop and apply the skills that they have been taught in Geography to support their learning in other curriculum subjects. They will develop excellent geographical and fieldwork skills, applying questioning skills to develop enquiries.</p>	<p>Pupils will understand and use appropriate geographical vocabulary.</p>			
<b>IMPLEMENTATION</b>	<b>Curriculum Approach</b>			<b>External Stimuli</b>		
	<p>Well Planned lessons will engage pupils and provide all children the opportunity to develop their geographical skills. They will build on their prior knowledge of the threshold concepts, 'Investigate places, 'Investigate patterns and 'Communicate Geographically'. They explore the Threshold Concepts through the Knowledge Categories eg. 'Human Features', 'Physical Features', 'Location', 'Diversity', etc. By exploring these knowledge categories in a number of studies, the children return to the same concepts over a period of time to build a strong understanding of them. Through their learning, the children have opportunities to develop their analytical, interpretation, reasoning and questioning skills and use appropriate vocabulary in context.</p>			<p>Mullion CP School is fortunate to be able to take advantage of the many superb examples of coastal features, local economic activities such as fishing and farming which are on the doorstep. Where possible, links and visits are made to the geography of the local environment to develop the children's sense of perspective. UKS2 residential trips are planned to give pupils experience of and a first-hand insight into urban environments. Visits such as Exeter, London, Bath, Paris have taken place in recent years.</p>		
	<b>Resources</b>	<b>Knowledge Organisers</b>	<b>Concepts</b>	<b>Books and assessment</b>		
	Children will have access to a wide variety of resources to support their learning of geography, including atlases, globes and access to the internet. Arguably one of our most valuable resources is the immediate environment.	Help our pupils to relate each topic to previously studied topics and to form strong, meaningful schema. The knowledge organisers include vocabulary that the children will understand and apply during their geography units.	The concepts our school has adapted have been chosen in conjunction with the comprehensive schools to ensure children's learning is linked, broadened and deepened throughout their school life.	<p>Children complete basic, advanced or deep learning activities, working individually, in pairs or small groups. Children's learning is recorded in their books. It may be through note-taking, diagrams, filed sketching, photographs, literacy or more formal investigations and explanations. Assessment takes place through</p> <ul style="list-style-type: none"> <li>✓ informal judgements by staff during lesson in relation to the success criteria</li> <li>✓ through POP tasks</li> <li>✓ pupil and peer assessments</li> </ul> <p>At the end of a lesson or unit, teachers make a summary judgement about the learning of each pupil in relation to the success criteria outlined at the beginning of the unit, and records these judgements termly.</p>		
<b>SEND</b>						
The curriculum is adjusted with additional and different provision for all children who have identified SEND and have an Individual Provision Map (IPM)						
<b>IMPACT</b>	By the end of each milestone (KSI, LKS2 and UKS2), pupils will have gained a deepening understanding of core geographical skills. This will be built upon each year.					
	<b>PUPIL VOICE</b>	<b>EVIDENCE IN KNOWLEDGE</b>	<b>EVIDENCE IN SKILLS</b>	<b>BREADTH AND DEPTH</b>		
Through discussion and feedback, children talk enthusiastically about their geography lessons and show a genuine curiosity and interest in the areas they have explored.	Pupils have a sound understanding of location and place and are able to compare and make links between these. They will deepen their knowledge of human and physical processes and understand how these effect environments.	Pupils use acquired vocabulary to interpret and convey their understanding of the world. They can analyse and interpret information in order to question and reflect on the world and its inhabitants.	Teachers plan opportunities for pupils to study across concepts and deepen their conceptual understanding in aspects of particular geographical value. Pupils have the confidence and are inspired to further their knowledge.			