

Buckfastleigh Primary School

Geography Curriculum Statement

INTENT

At **Buckfastleigh Primary School** we want all children to understand their sense of place in the world; where they are provided with opportunities to provoke and provide answers to questions about the natural and human aspects of the world around them.

As geographers, they will locate where they are in the world and beyond.

Using our local environment and researching and exploring the wider world, the children will use enquiry and fieldwork to discover human and physical processes and make sense of them.

There will be opportunities to think about diversity, cultures and sustainability and how our choices can affect the world around us.

IMPLEMENTATION

At **Buckfastleigh Primary School** we have a consistent approach through using clear themes, from Opening Worlds and the National Curriculum, that are built on throughout the years, creating a curriculum that is a progression model. Each theme has an enquiry question or statement that the children will work towards through components of knowledge that allow them to make connections and reach informed conclusions. Children will use a range of curated Opening Worlds resources, alongside maps/aerial photos, atlases and exploration of key vocabulary, to secure and gain understanding.

They will consider how each lesson, and each unit, is built upon from previous knowledge and its place on a knowledge schema which is developed with the children in lessons and on the communal geography display.

Children will have fieldwork opportunities to ask questions and record in their books. Where appropriate the children will have 'hands on' opportunities through visitors and local visits.

Adaptive teaching strategies are used for children with SEND to support them in accessing the curriculum; for example, using Wigit to make the vocabulary and unit content accessible, use of stem sentences and cloze procedures where appropriate.

In Years 1, 2 and 6, children will alternate between geography and history, per half term. This means, in geography, children will learn through three carefully constructed, knowledge-rich enquiry questions across the course of the year.

What is Opening Worlds?

Opening Worlds is a knowledge-rich humanities programme for teaching history, geography and religion in Years 3 to 6. As a school, we are provided with curriculum resources together with training, support and ongoing programme-related professional development for our school teachers.



The uniqueness and background of every child is recognised and valued. Because of this, our curriculum covers a range of cultural, historical and ethical backgrounds and offers purposeful and meaningful experiences to apply, share and develop this knowledge.

Our diverse, culturally rich and wide-scoping curriculum is underpinned by the teaching of basic skills, knowledge, concepts and values in a rigorous and coherent way. Explicit links to story-telling and creativity are made to enthuse learners. Many enhancement and enrichment activities are used throughout the curriculum to engage children and create purposeful, high-leverage outcomes that give children the opportunity to use and apply their developing knowledge and skills.

Our aim is to create an environment that prompts curiosity, critical thinking and allows learners to connect strands of learning across all aspects of the curriculum.

What does this look like at Buckfastleigh Primary School?

The programme meets and substantially exceeds the demand of the National Curriculum for history and geography and is compatible with our locally agreed syllabi in RE. The programme is characterised by strong vertical sequencing within subjects (so that pupils gain security in a rich, broad vocabulary through systematic introduction, sustained practice and deliberate revisiting) and intricate horizontal and diagonal connections, thus creating a curriculum whose effects are far greater than the sum of its parts.

As the programme builds on prior learning, Years 3, 4 and 5 will start with the Y3 Curriculum in the 2023-24 Academic year.

Opening Worlds Implementation Plan

Academic Year 2023-2024	Y3	Y4	Y5	Y6
	Year 3 Opening Worlds Curriculum	Year 3 Opening Worlds Curriculum	Year 3 Opening Worlds Curriculum	Buckfastleigh Primary Curriculum
Academic Year 2024-2025	Y3	Y4	Y5	Y6
	Year 3 Opening Worlds Curriculum	Y4 Opening Worlds Curriculum	Year 4 Opening Worlds Curriculum	Year 4 Opening Worlds Curriculum
Academic Year 2025-2026	Y3	Y4	Y5	Y6
	Year 3 Opening Worlds Curriculum	Year 4 Opening Worlds Curriculum	Year 5 Opening Worlds Curriculum	Year 5 Opening Worlds Curriculum
Academic Year 2026-2027	Y3	Y4	Y5	Y6
	Year 3 Opening Worlds Curriculum	Y4 Opening Worlds Curriculum	Year 5 Opening Worlds Curriculum	Year 6 Opening Worlds Curriculum



Pupils will learn:

YF	Y1	Y2	Y3	Y4	Y5	Y6
<p>Understanding The World From Development matters, children in EYFS will focus on:</p> <ul style="list-style-type: none"> - Drawing information from a simple map. - Understanding that some places are special to members of their community. - Recognising some similarities and differences between life in this country and life in other countries. - Exploring the natural world around them. - Describing what they see, hear and feel whilst outside. - Recognising some environments that are different from the one in which they live. - Understanding the effect of changing seasons on the natural world around them. 	<p>Where in the World Am I? Children will develop an appreciation of their own locality before they are introduced to less familiar places. In this unit they focus on the core disciplinary concepts to begin to introduce the idea of the physical location of a place, what it is like there, and how big it is/how far away it is.</p> <p>This unit is context dependent – i.e. Buckfastleigh location will begin to introduce the concept of being a town, whereas other local places will be compared by being villages.</p> <p>What is the weather like where we live? Before moving to the wider context of the UK in the next unit, children explore something else they experience everyday (familiar) – weather. This is the first thematic unit but can build on locational knowledge through the theme. Knowledge of seasons from EYFS can be retrieved and secured with an introduction to our location (latitude) so children can develop their understanding of our place in the wider world.</p> <p>How similar and different is England to our neighbours in the UK? Building on unit 1, children continue to develop their understanding of scale in this unit. Types of settlement can be introduced here when developing an understanding of what a capital city is. We actively try to avoid stereotypical cultural references of the countries in the UK. In this unit children are exposed to a range of map types and scales to continue to develop their locational knowledge. Human and physical features are used to reinforce and make links to capital cities.</p>		<p>Children in Year 3, 4 and 5 will be exploring geography through the Year 3 Opening Worlds Curriculum (2023-2024):</p> <p>Rivers Children will learn about the River Indus, River Severn, how rivers get their water and how a river shapes the land.</p> <p>Mountains and Mountain Ranges Children will learn what a mountain is and explore mountain ranges in the UK and around the world. They will also look at the relationship between mountains and people, including exploring why people choose to live in mountainous regions such as the Andes and Snowdonia.</p> <p>Settlements Children will explore settlements in their different forms, investigating what makes a village, a town and a city. They will also study London as a city and compare this with Cardiff.</p> <p>Agriculture Children will learn what agriculture is, as well as about both arable and pastoral farming. They will investigate how farming shapes the land, how our food affects farming and what it is like to be a sheep farmer in Wales.</p> <p>Volcanoes Children will learn about how volcanoes are formed, what makes a volcano active, dormant and extinct, and what happens when a volcano erupts. They will also explore Mount Etna and the reasons why people choose to study and visit volcanoes.</p> <p>Climates and Biomes Children will learn about the different climate zones and biomes across the world, along with focusing in on the continent of Europe, the climate of the Mediterranean and comparing climates to the temperate nature of Britain and the Rhine.</p>			<p>Why are mountains so important? Children will be introduced to the physical and human importance of a biome that covers one-fifth of the Earth’s surface – mountains. This study enables children to learn about the physical concepts such as plate tectonics, erosion and environmental change over time. They will study specific mountains both in the UK and elsewhere in the world. The enquiry also focuses on human interaction with mountains through tourism.</p> <p>Why do people choose to live near a volcano? Children will learn to understand the key physical processes that shape the Earth and evaluate human interaction with these processes. As the enquiry develops, children will learn about environments developing over time and how people can be challenged by and interconnected with these places.</p> <p>Who are Britain’s National Parks for? Children will learn about the distribution of National Parks in the UK, their purpose and their importance to our environments. They will reflect on human interaction with these spaces and incorporate a visit to Dartmoor as part of a local study. Children will compare similarities and differences between National Parks in the UK and in the USA.</p>

IMPACT

Children will show achievement through independently applying the knowledge learned; this will be evidenced through:

- Building and revisiting a knowledge schema throughout the unit and before and after each lesson, with a focus on key vocabulary.
- Answering retrieval questions to support recall and committing information to their long-term memories.
- Understanding and using prior knowledge, from current or previous year groups', alongside the unit, making connections and thinking about similarities, differences, and connections.
- Confidently debating and discussing choices made.
- Applying and furthering their knowledge through use of fieldwork locally.
- Displays and knowledge schema creation.
- Lesson observations and subject leader discussions with pupils.
- Pupil voice opportunities for the children to reflect on their own learning and progression.
- End of unit synoptic tasks.

