

Clockhouse Primary School

The Clockhouse Curriculum



Our Geography Curriculum Rationale

What do we want for our children and how will we work together to achieve this?

At Clockhouse Primary School, our Geography curriculum ensures that the children are provided with a high-quality geographical education which inspires them to develop a curiosity and fascination about the world and its people that will remain with them for the rest of their life. Our approach to the teaching of Geography supports other areas of the curriculum; from recording data to using descriptive language to describe a physical or human feature; from understanding time zones to comparing different locations. The aim of Geography is to provide excitement and dynamism that synthesises aspects of the world and helps children to have a better understanding of its people, places and environments, and the interactions between them. It helps children understand how and why places are changing, and to better imagine, predict and work towards, likely and preferred futures. Underpinning all of this is a strong spatial component that deepens children's understanding of what places are like, why and how they are connected and the importance of location. It deals with the 'here' and 'now' of real life and therefore it is important that it is used to instil a sense of belonging to something far bigger than Collier Row. Geography seeks to understand how different views, values and perspectives influence and affect places and environments at different scales.

As a school, we provide a stimulating, interactive, fun and challenging Geography curriculum. Whilst following the National Curriculum, our aim is to ensure that children have the opportunity to draw on the vast range of geographical vocabulary to identify and name places, the features within them and the human and physical processes at work there. This core knowledge will then provide building blocks of deeper explanation and understanding whilst providing entry points to geographical conversations about the world. We want them to be able to identify where they live in relation to the continent and the wider world. Once they have a secure knowledge of their Geography, we want them to widen their knowledge of places they have never or may never visit. Living in a deprived area, we are aware that many of the children who attend Clockhouse would not have visited other areas of the UK or places in other parts of the world. We aim to bring these places to the children through the classroom. In doing so, we want to inspire the children to want to learn more about their world and, if the opportunity arises, to be able to visit these places.

We endeavour to deliver an enriched curriculum so that by the time children leave Clockhouse Primary School, they are able to talk about the UK, Europe and the wider world. We want them to be confident when using geographical vocabulary and to be able to make connections between different parts of the world. This is so that they are ready for the next stage in their learning and their general knowledge of the world is secure.

What are we trying to achieve through the Clockhouse Geography Curriculum? (*Intent*)

At Clockhouse Primary School all we do is underpinned by our values. These values support our 'Key Curriculum Drivers'. Our drivers are used to ensure all stakeholders know what we want for our children – our intent:

- **Challenge** – In Geography, it is our intention to provide opportunities for the children to explore their local area, wider areas of the UK, parts of Europe and North/South America. We encourage the children to think about and discuss the changes which have happened in these places. We also encourage them to compare different countries in terms of physical and human features. This teaches them that there is another world outside of Collier Row and that we are all interlinked somehow. We want the children to aspire to visiting these other places they have found out about.
- **Global Citizenship**- In Geography, children develop an understanding of the world around them. We aim to equip the children with knowledge about diverse places, people, resources and human and natural environments. This will give the children an awareness of the what else the world has to offer them. Through this they can see how they fit into the world and how the world works together. Each Year Group has been allocated a continent. Within the Year Group, each class has the name of a country found in that continent. During their time at Clockhouse, they will find out about 7 countries.

- ***Creativity*** – In Geography, it is our intention to provide a broad and engaging curriculum to ensure that children develop a love of learning and strong grounding for future success. The Geography curriculum is taught through themes and in a way which builds on prior knowledge, (see the Clockhouse Golden Threads). We know that in our school, many of the children have not been on holiday in the UK or abroad. Many of our children will have never been on holiday at all. We intend to give the children experiences of different cultures and countries, as well as an understanding of the UK and the local area they live in. Through the use of ‘wow’ moments, the children have the opportunity to go out into the community and see what it has to offer. Through this they can see further afield than Collier Row or Romford. As the children progress through the school, they widen their area/locality of learning. They will be encouraged to compare different places and environments and have discussions about why these places are important to our own country. This will put the children in a good position to see how links are made with other countries and how unity is important.
- ***Aspiration*** – In Geography, the curriculum is adapted to meet the needs of the class and individual children. Good use is made of those children who were not born in the UK. Our intention is that the children have a thirst for learning and a love of Geography. Through this the children will see that the world is linked by many means and that their actions, and those of others, could have an impact on the rest of the world. We want them to see how they can act to protect environments and ultimately the world.
- ***Well-being*** – In Geography, we follow the National Curriculum. Through the Clockhouse curriculum, we take opportunities to bring the current issues into the classroom. Through the use of Newsround, the children are exposed to some of what is happening in the world in the present. Where major significant events are taking place, these are discussed in class. For example, when flooding has happened in the UK and in other countries. Through this they are able to discuss what is happening in the news and express their opinions of them. They are also able to develop their understanding of where places are in the world and the effects the environmental issue has on them and the countries involved.
- ***Cultural Capital*** – In Geography, it is our intention to encourage the children to find out about places which they might never get to visit. We also want to encourage the children to aspire to visiting these places when they are older. We expose the children to many different places around the world and places in the UK. We intend for the children to be able to talk about what they know about the world and be able to transfer the skills they have learnt when looking at areas of the world they have not studied. We intend to give them the skills to make observations of their surrounding area and use the appropriate vocabulary. Through this, they will be able to discuss geographical issues as they progress through life.

How is the Clockhouse Geography Curriculum delivered? (*Implementation*)

- The Geography curriculum is mapped out by the Humanities Leader which meets the requirements of the National Curriculum.
- All teachers and year group leaders are responsible for the medium-term planning which is cross-referenced with assessment documents and long-term planning. The weekly/blocked planning links to progression and phase.
- The Humanities leader have produced unit overviews for each topic. This allows staff to see the links between Geography and History and ensures that the rationale is being implemented across the school.
- Lessons are clearly differentiated and adapted to meet the needs of all of the children and provide a challenge for all. The use of questioning by the children, is encouraged.
- Through monitoring and evaluation, gaps in teaching and learning are identified and support is given to address these.
- The school’s Golden Threads are pivotal to the teaching of Geography. These allow the children to make links to their prior learning. The rationale for where each strand of Geography is placed, allows the children to build on their prior knowledge and to instil the sticky knowledge we want all children to have. The use of the Rationale for Sequencing Documents, allows staff to see where their unit of work links to the planning of long-term knowledge growth. They will see where the children have come from and where they are going to. This will also be fed through to the children through the teaching.
- The curriculum is planned thoroughly and starts with a review of the children’s current knowledge. This is so that the theme can be used to address misconceptions and to move learning on.
- The leader looks for opportunities for enriched activities. This includes having visitors coming into school or for the children to visit a place linked to their topic (fieldwork skills).

- Through the teaching of the themes, we link learning back to previous learning and how the landscape has changed.
- The Humanities Leader ensure that the correct resources are available to engage the children and to support their developing geographical skills and fieldwork.

What difference is the Clockhouse Geography Curriculum making? (*Impact*)

- From their different starting points, all children will make at least good progress and achieve their potential academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills will be secured and embedded so that children attain highly.
- In Geography, the children will have suitable observational and fieldwork skills and will be able to use what they have found to form an opinion or conclusion about the environment. This will be both written and verbal.
- The children will be able to reflect on the changes which have occurred over time and the impact they have had on localities and the environment.
- The children will take pride in all that they do and will always strive to do their best.
- The children will demonstrate resilience and the ability to persevere when they encounter challenge.
- The children will develop a sense of self-awareness and become confident in their own abilities.
- All children will be ready for the next stage in their learning and life in modern Britain. They will have developed their understanding of the world and will be able to use the vocabulary they have learnt when looking at different locations. They will see that change is inevitable and that they can either be a positive or negative part of these changes. They will have developed their empathy skills and will be able to apply that skill both within their studies and of the ever-changing world they will live in.