



INTENT

Geography should equip children with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Our geography curriculum will give all children the opportunity to become successful learners, through exploring the breadth and depth of the national curriculum and to learn within a coherent, carefully sequenced and progressive framework. They will develop a rich and deep subject knowledge, developing new knowledge and skills through a variety of interesting contexts, which will enable them to see clear links between different aspects of their learning. As children progress, their knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills will provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. Our children will develop and demonstrate their creativity and will experience the challenge and enjoyment of learning. They will be helped to understand the purpose and value of their learning to see its relevance to their past, present and future.

“A high-quality geography education should inspire pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.”

Children will:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes;
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time;
- Become competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that will deepen their understanding of geographical processes;
- Become competent in the geographical skills needed to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems;
- Become competent in the geographical skills needed to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length;
- Explore different beliefs, experiences, faiths, feelings and values towards different areas of geography;
- Enjoy learning about the work of others around them and the surrounding world;
- Use imagination and creativity when working and will be encouraged to reflect on their experiences;
- Learn to appreciate cultural influences around the world and use this learning to inform their own work; Understand, accept, respect and celebrate diversity around the world.

Our Geography curriculum will:

- Give children the opportunity to use a range of social skills to make a positive contribution in the local community and beyond;
- Allow children to appreciate diverse viewpoints about the world throughout the ages; participate, volunteer and cooperate when working collaboratively; and resolve conflict, when it arises;
- Show children how to respect and tolerate the opinions of others;
- Be part of a system where everyone will be free to express views and ideas.
- Will give children the opportunity to learn in a peaceful and supportive environment where they will get to work in a range of groups and settings, build respectful friendships and recognise that people are good at different areas in across the geography spectrum. Children will learn how to respect themselves and others and to develop their self-esteem and confidence in their abilities. They will reflect and think mindfully about their learning and will be encouraged to follow their own interests and to be themselves;
- Give children the opportunity to express their opinions on a range of different world issues. They will take part in age-appropriate discussions and make choices about the work that they complete. Children will be asked to share what they like and dislike about their learning and will be invited to contribute to the planning of their learning journey. All children will be encouraged to make a positive contribution to the school and local community and explore ways of using outcomes to become a responsible global citizen;
- Be taught through a pedagogy that excites, promotes and sustains children's interest, enabling and fostering their natural curiosity. They will be offered a memorable experience at the start of every topic and will learn how to problem solve, how to be creative and how to communicate. Our geography curriculum will enable the children to reflect on and evaluate their learning and will promote their innovation;
- We will enrich our geography curriculum by using quality resources in and out of the classroom as well as offering opportunities for the children to learn outdoors. We will provide on and off-site subject or topic related activities. It is important for us to welcome parents and carers to take part in children's learning and experiences, and we will develop partnerships with external providers that extend children's opportunities for learning.

IMPLEMENTATION

Throughout the key stage, Geography is taught in explicit units, in line with the National Curriculum

Class	Cycle	Autumn term	Spring term	Summer term
1	A	The Four Seasons Field Study – Forest School – Physical Geography	Let's Explore London	Seas and Coasts
	B	Weather Patterns	Where do I live? Field Study – Crudgington – Human Geography	Let's go to the Jungle
2	A	Weather and Climate Field Study – Forest School – Physical Geography	Hot and Cold Places	United Kingdom
	B	Local Area Study Field Study – Crudgington Fields – Human Geography	Continents and Oceans	Mugurameno Village, Zambia
3	A	Climate zones	Map Skills Field Study – Physical Geography	Rio and South-East Brazil
	B	Rainforests	Rivers Field Study – Carding Mill Valley – Physical Geography	Global Knowledge – The Environment **
4	A	Food and Farming * Field Study – Park Hall Farm - Human Geography	European Region	South America – The Amazon
	B	Volcanoes	Earthquakes	Mountains Field Study – Stiperstones – Physical Geography
5	A	Local Area and Region Field Study – Settlement and Land Use over time in Waters Upton – Physical Geography	World Trade *	Going Places- Everest Base Camp **
	B	European Region - Greece	United Kingdom Field Study – Economic (National Trust) – Human Geography	North America – The Rockies *

Key geography knowledge, skills and vocabulary have been carefully mapped across all year groups to ensure progression between year groups. As a result, pupils learn about real life geography-specific examples as well as developing their skills throughout the programme of study.

Our Geography curriculum is based on a personalised scheme of work that has been carefully constructed and developed over time. Planning in Geography is coherent and in a logical order so that pupils can make links, transfer knowledge and content from previous geography learning to build on their understanding. Learning is planned in manageable, connected steps; lessons are coherently and deliberately constructed to include careful scaffolding to ensure that pupils develop secure knowledge and understanding of key concepts and strategies that are built upon in later learning. The momentum of geography lessons sustains the pupils' interest, increases their productivity, learning and progress. Discretion is used by teachers about the effective use of differentiation

In Geography lessons, pupils are encouraged to investigate and make predictions using their previous knowledge and experiences to support their ideas Teachers model the use of vocabulary, question raising and evaluation skills needed in order to embed geographical understanding. To underpin this, Geography vocabulary is displayed in each class through working walls and the pupils are encouraged to use these words in their discussions and independent work.

Our Geography curriculum is tailored and adapted to suit the individual needs of each year group. This allows us to ensure that all pupils are keeping up with the curriculum, therefore making good progress. Our skills progression enables us to ensure that pupils' geographical understanding is consistently being built upon, as it provides clear, differentiated structure. We monitor pupils' outcomes across each Geography unit as they move throughout the school.

The Geography Subject Leader is responsible for monitoring the curriculum, including the development of medium term and short term planning, as well as the standards within the Geography books. Also, the Geography Subject Leader evaluates the Quality of Education for each year group by lesson visits, scrutiny of pupils' work and pupil discussions; this provides key strengths and areas of development to further develop the Geography curriculum. Within our professional development procedures, the Geography Subject Leader is given training and the opportunity to keep developing their own subject knowledge, skills and

understanding; as a result, they can support curriculum development and their colleagues throughout the school. During the academic year, regular INSET training is provided in order to disseminate new information, ensuring all staff are updated with relevant changes within Geography; as a result, teachers will deliver the best Geography curriculum and provision for all pupils in their care.

IMPACT

The following outcomes are a result of our Geography curriculum and wider provision:

- a broad range of skills linked to Geographical knowledge and understanding, as well as Geographical enquiry and investigative skills.
- a secure understanding of key Geographical vocabulary that will enable all pupils to communicate their understanding of the concepts taught.
- pupils will develop a knowledge, understanding and appreciation of their local area and its place within the national and wider geographical context.
- awe and wonder around the amazing and fascinating world of Geography
- developing an enjoyment and pleasure in learning about Geography