

Geography

Curriculum Intent

A high-quality geography education will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching will equip pupils 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. As pupils progress, their growing 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 provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The national curriculum for geography aims to ensure that all pupils:

- 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
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

At Clifford Road Primary the development and progression of skills and knowledge is organised as follows:

- Locational knowledge
- Place knowledge
- Human and physical knowledge
- Skills and fieldwork

Curriculum Implementation

The geography curriculum will be taught with an aim to be effortful and provoke curiosity. The curriculum is designed so that the children will revisit and build on geographical skills and knowledge in order to embed and deepen understanding.

The programme of study is organised with each year group studying two or three themes over the course of a year. The units have key learning objectives and questions identified. Teachers will use a range of pedagogical methods and resources to structure the learning paths, including trips, visits, drama, nonfiction sources, maps and atlases. Full teaching sequences are detailed within the medium term plans.

Teaching staff must use the medium term plans on the school network: T:\1 Curriculum Areas\Geography. The planning identifies wider curriculum links.

Enriching the geography curriculum:

By including enrichment activities, we give the children opportunities to access their learnt knowledge, thereby helping the knowledge 'stick'. The study of geography is further enhanced through trips to local areas of interest, including local area walks, visits to coastal areas, a trip on the River Orwell, nature reserves and forests. In year 5, children become Young Climate Warriors.

At the end of a unit of study, children will complete a 'double page spread', which provide the opportunity for them to demonstrate their knowledge and understanding. Some of these will be displayed within the classroom and outside (for example in the foyer area).

Curriculum Impact

The School's geography curriculum is high quality, comprehensive and is planned to demonstrate progression and build on and embed skills. Progress is defined by the children knowing more and remembering more. We measure this through the following methods:

- What we observe - learning walks and drop ins
- What the pupils say - Pupil discussions/interviews with pupils about their learning
- What the children produce - pupil outcomes

The process will also include:

- Reflective discussions with staff and feedback;
- A reflection on standards achieved against the planned outcomes.