

## INTENT

Our broad and balanced geography curriculum has been developed in line with the National Curriculum and promotes our REAL wheel values, learning superpowers and the UNCRC to develop skills and knowledge.

The principle aim of our Geography curriculum is to engender children's curiosity and fascination about themselves, others, and the world - equipping them to make their own way in it. Alongside our teaching of the UNCRC, we encourage children to see themselves as equal members of society who can make an impact on our planet and shape our community as leaders, in line with our REAL wheel values.

Therefore, through our learning experiences, we endeavour for children to:

- Understand who they are, their heritage and what makes our local area unique and special whilst also recognising that we live in a diverse world.
- Be equipped with knowledge around the world's resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
- Developing their ability to apply geographical skills in their learning across different contexts.
- Confidently communicate their findings and geographical understanding to a range of audiences.
- Have the understanding and skills, which provide the framework to explain how the Earth's features at different scales are shaped, interconnected, and change over time.

Through the acquisition of these skills and knowledge, by the end of Key Stage 2, children will make progress by beginning to consider their legacy and duties as a responsible member of society as they are growing up and moving on.

## IMPLEMENTATION

A knowledge-based learning intention is made explicit to the children at the beginning of each lesson. Children acquire knowledge by demonstrating key skills which are set out in the success criteria, which focuses around the core National Curriculum objective(s):

-Locational/place knowledge



- Fieldwork



-Map work



- Human and physical geography



To support teachers in communicating these key knowledge and skills effectively as well as adopting an inclusive approach to accessing learning, icons are recently being introduced to the children as a visual aid to recognising which area of geographical understanding they are developing. Yearly CPD and feedback from such scrutinies enable staff to keep up to date with where our children have come from with their geographical knowledge and skill set from previous year groups, as well as recognise where they are heading (see 'progression of skills' document).

Across the school, geography links within our Creative Curriculum topics, working closely with the chronology set out in the history curriculum. Despite this approach, geography is taught discretely – we want to ensure that children know they are working as geographers. Through a spiral approach to the curriculum, children revisit skills in ways that build depth of knowledge and understanding. For example, at first learning the purpose of maps, then broadening their understanding of scale and distance, further applying mathematical understanding e.g. time differences.

Overarching questions for each topic allow the child understand, with competence, the relevance it has to them e.g. 'What have the Romans done for us?' Lessons are delivered, where possible, practically and collaboratively to engage learners and allow self-led enquiry/learning - thus developing their investigative skills. Children have access to a range of resources, images and digital maps to prompt discussion and ignite enthusiasm. Furthermore, we value the importance of visitors and partake in educational visits such as Poole's Cavern in Year 3 to enhance their contextual knowledge and engage learners.

## IMPACT

- Key learning that arises from children's lessons focuses around the impact - on them, others and the world itself.
- Teachers formatively assess which children are making progress towards the National Curriculum objectives by considering if they are using these skills as set out in the success criteria.
- Feedback from planning and book scrutinies, in addition to yearly learning walks and pupil voice ensure that the knowledge and relevant geographical skills are progressing year on year (see 'progression of skills' document).
- The use of icons in lessons (e.g. a compass for fieldwork) enables children to articulate what they are learning and why.
- Children can identify more places within the world and begin to make links and comparisons between places across different continents (e.g. Malawi vs Cheadle Hulme). They will understand how their lives in Cheadle Hulme can be very different to others.
- Children will communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. Progressively, they acquire a range of geographical skills, knowledge and vocabulary to be able to draw their own conclusions and provide basic justifications, for instance, by responding to overarching questions such as 'Where is the safest place to live?'
- Later in the school, the children will be more adept at using enquiry skills and communicating a few reasons for the impact of geographical influences/effects on people place or themes studied.
- Children leave the school with a wider understanding of the world around them and how they can make an impact, thus leaving their own legacy.