

Geography at Cradley

Intent

At Cradley, our vision for Geography is **to inspire curiosity and a lifelong fascination about the world and the people within it**. Our geography curriculum is designed to equip pupils with knowledge about **diverse places, people, resources, and environments**, alongside an understanding of the **Earth's key physical and human processes**.

Through engaging and purposeful learning, children will develop their locational **knowledge of the United Kingdom and the wider world**, build **key geographical skills such as map-reading, fieldwork and observation**, and deepen their understanding of **how human and physical features interact and change over time**. They will also learn to appreciate the **importance of caring for our planet** and acting as **responsible global citizens**.

We want every child to leave primary school with a **secure knowledge of the world, its continents, countries, and oceans**, alongside the ability to **ask questions, investigate, and explain geographical patterns**. They should develop an awareness of their **local environment** and **how it connects to the wider world**, as well as a **sense of wonder about different cultures, communities, and landscapes**.

Geography at Cradley is taught through **first-hand experiences and practical exploration**. By the end of their journey, pupils will have the **confidence to use geographical vocabulary, skills, and knowledge to make sense of the world around them and their place within it**.

Implementation

At Cradley, we follow **Curriculum Maestro** to map our Geography curriculum, ensuring full coverage of the National Curriculum for Key Stages 1 and 2. Through this structured framework, we deliver a **carefully sequenced programme that builds pupils' knowledge, skills, and curiosity about the world and their place within it**. Our teaching ensures progression across **locational knowledge, place knowledge, human and physical geography, and geographical skills and fieldwork**. All geography projects are taught in the **Autumn and Spring terms**, with opportunities for schools to revisit less secure concepts in the Summer term. Our geography curriculum is mapped out as a **2-year rolling program** in EFS, KS1 and KS2. For each topic, **knowledge organisers** are introduced and referenced throughout the unit to **build upon key knowledge** and promote the use and understanding of **technical vocabulary**.

Progression of Knowledge and Skills: Our geography curriculum is carefully sequenced so that pupils **revisit and deepen key concepts each year**, beginning in Key Stage 1 with identifying **simple features in the school grounds** and progressing by the end of Key Stage 2 to confidently **using maps, atlases, digital mapping, and fieldwork in contrasting localities**.

Fieldwork and Enquiry: Geography is taught through **real-life enquiry and first-hand experiences**, where pupils **develop curiosity through fieldwork, investigations, and the study of local and global case studies**, learning to **ask questions, collect and analyse data**, and present their findings using appropriate geographical vocabulary and techniques.

By the end of primary school, pupils will have the **confidence to use geographical vocabulary, enquiry skills, and fieldwork techniques** to make sense of their world, preparing them for the next stage of their education and lifelong engagement with geography.

Impact

The work in pupils' books shows that our **Geography curriculum is broad and balanced**. It demonstrates how **children build up their knowledge and skills** step by step as they move through the school. **By listening to pupils and looking at end-of-topic assessments, we can see how well they understand what they've learned and use this to plan for the future**.

Children regularly look back at what they've learned, **using retrieval practice and their knowledge organisers** to help them **remember key ideas**. This means they **grow in confidence as geographers** and **can talk clearly about what they've learned before, what they are learning now, and what they will learn next**. The impact of our curriculum is seen in **pupils' ability to think critically about the world, to use accurate geographical vocabulary, and to make connections between their local environment and global issues**.