



CRADLEY CE PRIMARY SCHOOL

Geography

Intent

During the children's journey through our school, we want them to understand and respect the rural part of the world in which we live. Our geography curriculum is designed to inspire all pupils to have a curiosity and fascination about the world that will remain with them for the rest of their lives. The journey through geography at Cradley begins in the EYFS where children are immersed in 'knowledge and understanding of the world'. Throughout KS1, children develop a basic knowledge of the way that the world is structured and begin to ask questions about the world we live in. By the end of year 2, we want children to be able to identify and describe the area in which we live. By the end of year 6, we aim to have inquisitive and conscientious geographers who have a broad understanding of where we sit within the world. We provide opportunities for pupils to develop their knowledge about diverse places, people, resources and natural and human environments. Together with a deep understanding of the physical and human processes which form our landscapes and environments, the children are able to determine their use. As pupils progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human. The children engage in fieldwork each year which develops a strong understanding of how to protect the fragile world around us. Every child takes part in Forest School, Outdoor Learning and numerous trips during their time at Cradley which enables them to have hands on experiences and promotes a life-long wonder of the world.

Implementation

To plan our curriculum, we use the national curriculum programme of study for Geography. We have also considered the needs of our specific children when planning our curriculum and have included some topics which specifically broaden the knowledge of our children. For example, In Years 3-5, We have a *Cultures from Around the World* Topic which ensures the children are exposed to a variety of cultures and different ways of life as most of our children live in a diversly limited area. Topic teaching is used to progress children's disciplinary and substantive knowledge. To ensure our children can do more, remember more and know more, we provide Knowledge Organisers for each topic. These outline the key knowledge the children will acquire in that topic.

Our Geography curriculum is mapped out as a 3-year rolling programme with the exception of year 6 who follow a 1-year curriculum. Geography is taught each term and where appropriate links with the History teaching. To ensure breadth of study within these topics, pupils are taught about globally significant places, including their location and defining physical and human characteristics. Pupils are taught key physical and human geographical features. To promote deep learning, pupils in every year group develop the ability to interpret maps, diagrams, globes and aerial photographs. There are opportunities to collect and analyse data and communicate it in a variety of forms.

We take an enquiry-based approach in our planning where learning activities are oriented towards answering questions, opening up problems and issues and moving towards explanations and solutions. As appropriate, enquiries draw upon the interests and experiences of both pupils and staff, as well as current topical issues whether local, national or global. Upper Key Stage 2 take part in a residential trip to Snowdonia, which includes a geographical focus for all pupils with opportunities for first-hand fieldwork.

Impact

Outcomes in topic books provide evidence of a broad and balanced geography curriculum and demonstrate pupils' acquisition of identified disciplinary and substantive knowledge, developed progressively as they move through the school. Pupils are encouraged to review their successes in achieving each lesson objective, and also record what they have learned comparative to their starting points at the end of every topic. Our pupils will, therefore, become confident geographers who are able to clearly discuss their learning from past and current topics, as well as their next steps.