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# CRADLEY CE PRIMARY SCHOOL

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## **Geography Curriculum Vision**

### **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.