

## **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. We guide the children to make sense of the physical world and community around them. The journey through geography at Cradley begins in the EYFS where children are immersed in 'Understanding the World' which covers both human and physical geography. By the end of year 2, our children are able to identify and describe the area in which we live. By the end of year 6, the children have a deepened understanding of where we sit within the world. By the end of their journey through Geography at Cradley, our children leave us with an understanding of the interaction between the human and the physical as well as curious and inquisitive minds which equips them with the knowledge and skills needed to be lifelong geographers.

### **Implementation**

At Cradley, we follow Curriculum Maestro to map out our Geography curriculum. The National curriculum does not state which specific areas of the world we should study, so the areas selected have been done so to provide a broad and diverse understanding of the world. Where there are opportunities for making meaningful connections with other projects, geography projects are sequenced accordingly. 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 EYFS and KS1, and a 3-year rolling program KS2 with the exception of Year 6 who follow a 1 year curriculum.

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 through yearly fieldwork. 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. 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.

### **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. Pupil voice and end of topic assessments display our children's deep understanding of the geography curriculum and assist in future planning.

Pupils review their successes in acquiring key knowledge from each topic through the use of retrieval practice and referencing their knowledge organisers. Our pupils are, therefore, confident geographers who are able to clearly discuss their learning from past and current topics, as well as their next steps.