

# GEOGRAPHY

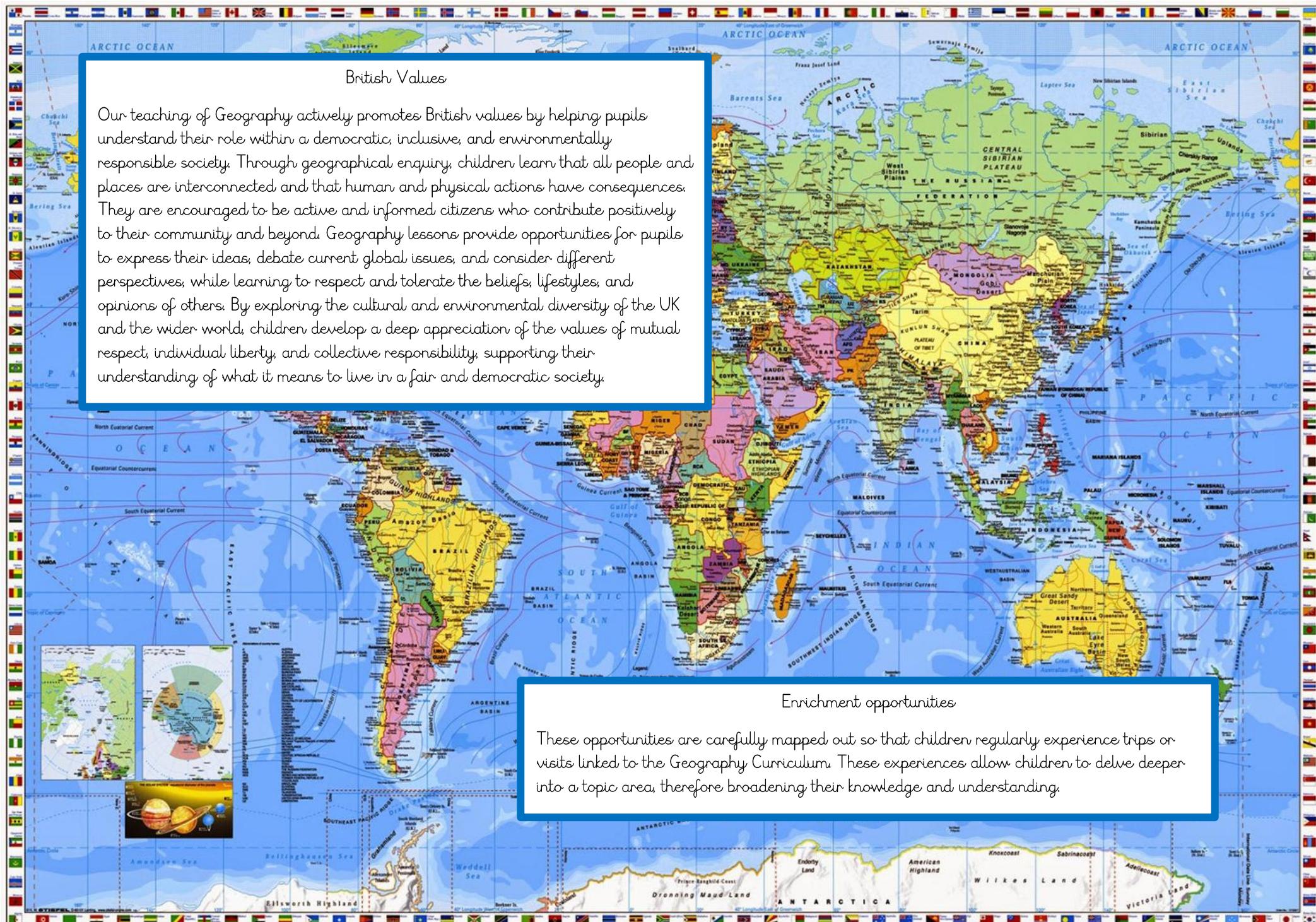
Our curriculum Champions have been created to inspire and motivate the children to find out more and be interested in Geography. The champion for Geography is Globetrotter Glinda and she is seen around school on displays and in curriculum assemblies.



## Intent

At Cawston Grange Primary School, we aim for a high-quality Geography curriculum which should inspire in pupils, of all abilities, a curiosity and fascination about the diverse world we live in and its people. It is our intention through Geography to develop the children's knowledge of the wider world, but to also have a greater understanding and appreciation of their own local environment. We aim to provide children with a broad range of opportunities to explore their own surroundings, develop an interest and understanding of diverse places, as well as understanding the value of our Earth's resources and the physical and human features that shape our world. We aim for our children to develop a growing knowledge about the world, which showcases a clear progression throughout each year group. As children progress through the school, their geographical knowledge will deepen and they will understand the interdependence between human and physical features. In addition to providing the children with opportunities to further increase their knowledge, we also aim to instil in our children transferrable skills which a subject like Geography offers. Naturally, the complexity of these practical skills develops, thus, our intention is that children will be given the opportunity to develop skill-based geography and be competent with using a wide range of maps and field work skills by the end of Key Stage 2. We thrive to ensure our children have a broad insight into how Geography can be incorporated into daily living, thus increasing the children's ability to become responsible citizens and are empowered with the knowledge of sustainable living in the 21st Century.



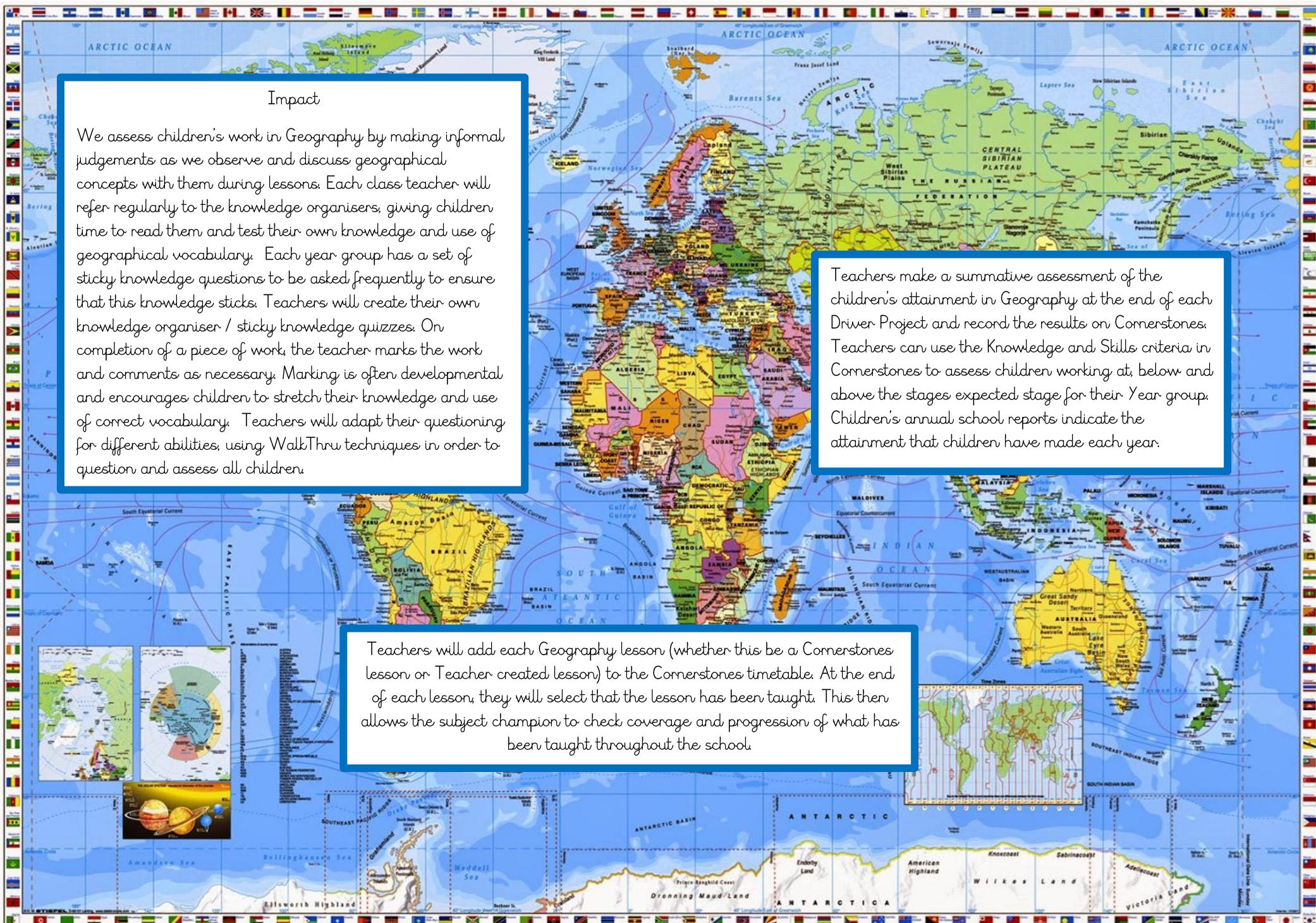


### British Values

Our teaching of Geography actively promotes British values by helping pupils understand their role within a democratic, inclusive, and environmentally responsible society. Through geographical enquiry, children learn that all people and places are interconnected and that human and physical actions have consequences. They are encouraged to be active and informed citizens who contribute positively to their community and beyond. Geography lessons provide opportunities for pupils to express their ideas, debate current global issues, and consider different perspectives, while learning to respect and tolerate the beliefs, lifestyles, and opinions of others. By exploring the cultural and environmental diversity of the UK and the wider world, children develop a deep appreciation of the values of mutual respect, individual liberty, and collective responsibility, supporting their understanding of what it means to live in a fair and democratic society.

### Enrichment opportunities

These opportunities are carefully mapped out so that children regularly experience trips or visits linked to the Geography Curriculum. These experiences allow children to delve deeper into a topic area, therefore broadening their knowledge and understanding.



## Impact

We assess children's work in Geography by making informal judgements as we observe and discuss geographical concepts with them during lessons. Each class teacher will refer regularly to the knowledge organisers, giving children time to read them and test their own knowledge and use of geographical vocabulary. Each year group has a set of sticky knowledge questions to be asked frequently to ensure that this knowledge sticks. Teachers will create their own knowledge organiser / sticky knowledge quizzes. On completion of a piece of work, the teacher marks the work and comments as necessary. Marking is often developmental and encourages children to stretch their knowledge and use of correct vocabulary. Teachers will adapt their questioning for different abilities, using WalkThru techniques in order to question and assess all children.

Teachers make a summative assessment of the children's attainment in Geography at the end of each Driver Project and record the results on Cornerstones. Teachers can use the Knowledge and Skills criteria in Cornerstones to assess children working at, below and above the stages expected stage for their Year group. Children's annual school reports indicate the attainment that children have made each year.

Teachers will add each Geography lesson (whether this be a Cornerstones lesson or Teacher created lesson) to the Cornerstones timetable. At the end of each lesson, they will select that the lesson has been taught. This then allows the subject champion to check coverage and progression of what has been taught throughout the school.



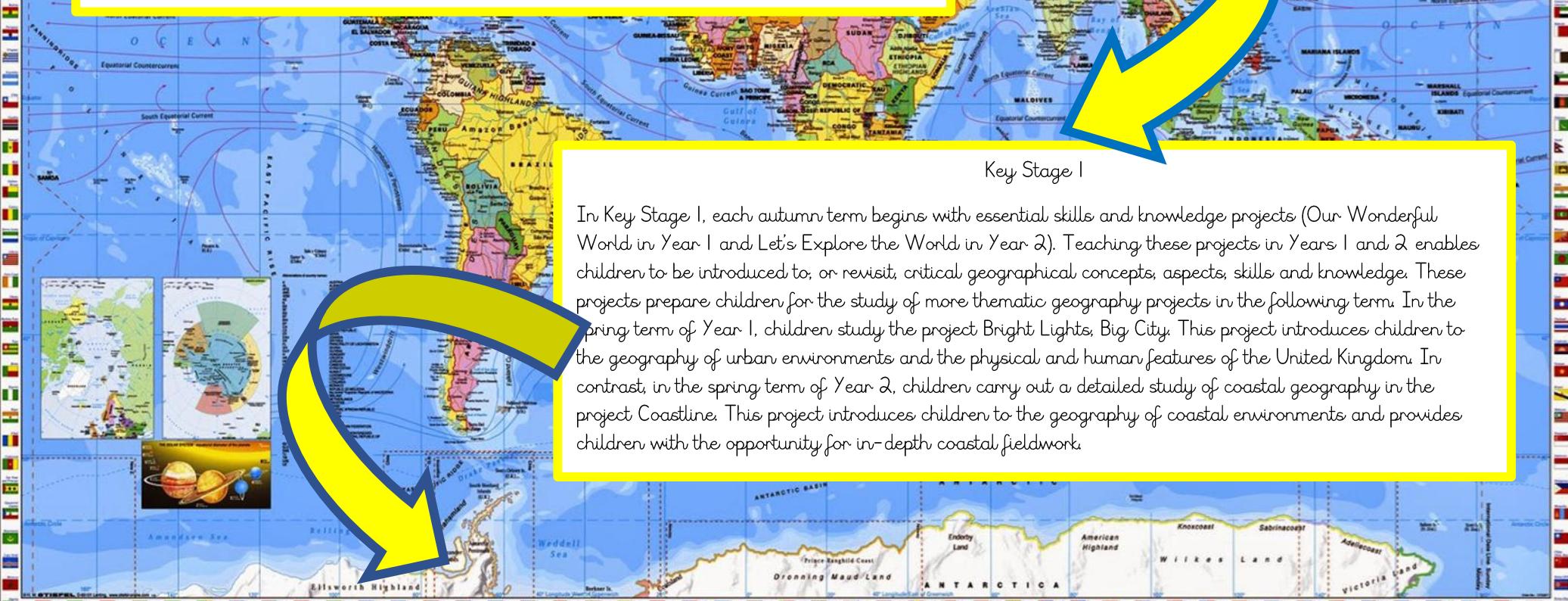
The geography projects are well sequenced to provide a coherent subject scheme that develops children's geographical knowledge, skills and subject disciplines.

### EYFS

The geography curriculum begins as soon as the children start school in the EYFS. Learning in geography links to the EYFS Statutory Educational Programme: Understanding the world. Through hands-on experiences and a range of quality stories and non-fiction books, children can explore their local environment and begin to compare it with contrasting environments around the world. They build essential knowledge and understanding that they will apply in geography in KS1. Projects such as Let's Explore, Animal Safari, On the Beach and Big Wide World support children to explore and find out about environments, people and cultures where they live and worldwide.



### Key Stage 1



In Key Stage 1, each autumn term begins with essential skills and knowledge projects (Our Wonderful World in Year 1 and Let's Explore the World in Year 2). Teaching these projects in Years 1 and 2 enables children to be introduced to, or revisit, critical geographical concepts, aspects, skills and knowledge. These projects prepare children for the study of more thematic geography projects in the following term. In the spring term of Year 1, children study the project Bright Lights, Big City. This project introduces children to the geography of urban environments and the physical and human features of the United Kingdom. In contrast, in the spring term of Year 2, children carry out a detailed study of coastal geography in the project Coastline. This project introduces children to the geography of coastal environments and provides children with the opportunity for in-depth coastal fieldwork.

## Lower Key Stage 2

In Lower Key Stage 2, children begin with essential skills and knowledge projects (One Planet, Our World in Year 3 and Interconnected World in Year 4). Teaching these projects in Years 3 and 4 enables children to further develop their skills, knowledge and understanding of key geographical aspects and concepts and prepares them to study more thematic geography projects in the following term. In the spring term of Year 3, children study the project Rocks, Relics and Rumbles, which explores physical features and geographical phenomena including earthquakes and volcanoes. In contrast, in the spring term of Year 4, children carry out a detailed study of the physical features of mountains and rivers, which includes opportunities for in-depth fieldwork.

## Upper Key Stage 2

In Upper Key Stage 2, children again begin with essential skills and knowledge projects (Investigating Our World in Year 5 and Our Changing World in Year 6). Teaching these projects in Years 5 and 6 enables children to develop their skills, knowledge and understanding of key geographical aspects and concepts and prepares them to study more thematic geography projects in the following term. In the spring term of Year 5, children study the seasonal project Sow, Grow and Farm, which explores farming, agriculture and rural land use. In the spring term of Year 6, children study the polar regions in the project Frozen Kingdoms. The project includes an in-depth analysis of the characteristics of these regions, including environmental issues. Throughout the geography scheme, there is complete coverage of all national curriculum programmes of study.

Phase	Area of Geography	Vocabulary
EYFS	Locational & Place Knowledge Human Features Physical Features	home, school, near, far, here, there, place, map, journey, route house, road, shop, park, farm river, hill, sea, beach, forest, weather, seasons
Key Stage 1	Locational Knowledge Mapping & Fieldwork Human Geography Physical Geography	continent, ocean, country, capital city, United Kingdom, England, Scotland, Wales, Northern Ireland, world map, atlas, globe, symbol, key, aerial view, compass, north, south, east, west city, town, village, transport, harbour, port, industry, tourism coast, cliff, beach, river, mountain, valley, weather, climate
Lower Key Stage 2	Locational Knowledge Mapping & Fieldwork Physical Geography Human Geography	hemisphere, equator, tropics, latitude, longitude, region, county, Europe, biome grid reference, scale, contour, Ordnance Survey (OS) map, digital mapping volcano, earthquake, tectonic plates, eruption, magma, lava, soil, erosion, deposition, water cycle, flood, drainage basin settlement, land use, agriculture, trade, economy, resources, renewable, non-renewable
Upper Key Stage 2	Locational Knowledge Mapping & Fieldwork Physical Geography Human Geography	time zone, international date line, globalisation, development, migration, urbanisation, population density topography, thematic map, Geographical Information Systems (GIS), six-figure grid reference climate zone, biome, rainforest, tundra, desertification, conservation, sustainability, biodiversity, glacier, meander, oxbow lake, delta, estuary infrastructure, economy, import, export, supply chain, fair trade, poverty, inequality, environmental impact

