



GEOGRAPHY

1. Curriculum Intent

Our curriculum is underpinned by the National Curriculum and Cornerstones Curriculum, which provide a rich and engaging framework designed to foster a lifelong love of learning. Our curriculum is tailored to meet the unique needs of each child in our local community. Recognising the backgrounds, strengths, and challenges specific to children from our area, we aim to inspire and motivate children through our learning values of Recalling Learning, Making Links, Staying Focused, Asking Questions, Persevering and Using Vocabulary and our Core Values of Excellence, Friendship and Respect.

Through our Curriculum, we aim to:

- Inspire curiosity by connecting learning to real-world experiences and local contexts that are meaningful to the children in our area.
- Cultivate critical thinking, creativity, and problem-solving skills through thematic and cross-curricular projects that adapt to different learning styles and reflect the diverse backgrounds of our community.
- Foster values such as empathy, respect, and perseverance, creating a safe and supportive space where every child feels valued.
- Build an inclusive classroom culture that celebrates diversity, embracing each child's unique strengths, cultural backgrounds, and perspectives.
- By adapting the curriculum to reflect the realities and resources of our local community, we seek to engage children academically, socially, emotionally, and creatively.

Our goal is to equip all students with the knowledge, skills, and confidence to thrive as responsible, compassionate members of their communities, prepared to face the challenges and opportunities that lie ahead.

Our curriculum intent is underpinned by the National Curriculum and Cornerstones. Subject Leaders have worked hard to ensure learning is based in meaningful contexts, that build upon each other as children progress through school.

The most important element of our school is that pupils are challenged, supported, prepared and happy learners.

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.



2. Geography 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 develop, 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.

3.0 Implementation

3.1 We teach Geography in Reception as an integral part of the Cornerstones projects explored throughout the year. As Reception falls within the Early Years Foundation Stage (EYFS), the geographical aspects of children's learning are planned in line with the Understanding the World area of learning and the Early Learning Goals (ELGs). Through carefully planned, hands-on experiences, children begin to develop a sense of place and explore the world around them. This includes investigating their immediate environment, learning about different places, weather, and habitats, and beginning to make simple comparisons with other localities. Geography at this stage lays the foundation for curiosity, observation, and appreciation of the wider world.

3.2 In KS1 and KS2, the school uses the National Curriculum and Cornerstones as the basis of its curriculum planning. We use Cornerstones to ensure progression and coverage of skills and knowledge, ensuring that all children can and do make progress. Teachers are encouraged to adapt lessons to meet the needs of their cohort and add bespoke lessons using their own creativity and teaching ideas.

4.0 The contribution of Geography to teaching in other curriculum areas.

4.1 English – In Geography, the children learn geographical vocabulary and apply this orally and in a written context. They develop their reading skills by working with maps and atlases, studying and discussing the geographical features they contain. They formulate appropriate questions, develop research skills and evaluate material. In English, children draw on their knowledge of the different geographical locations they have studied to create settings for their writing.

4.2 Mathematics – In Geography, children consider and compare population size, distances between locations, drawing heavily on their mathematical awareness to do this. They consider negative numbers when studying temperature and use positional language when learning compass points and when identifying, describing and comparing the locations of different places. They develop the mathematic skill of scale through using and drawing maps.

4.3 Personal, Social, Health and Economic Education (PSHE) When teaching Geography, we increase children's knowledge of other cultures and, in so doing, encourage an understanding of what it means to be a positive citizen in a multi-cultural country. Through Geography, children gain an appreciation of what 'global citizenship' means.

4.4 Spiritual, Moral, Social and Cultural Development – In Geography, we provide rich learning opportunities that enthuse, engage, and motivate children, fostering a strong sense of curiosity and wonder about the world around them. Through exploring diverse environments, landscapes, and communities, children begin to appreciate the beauty and complexity of our planet. As they learn about different cultures and ways of life, pupils develop respect, tolerance, and understanding of diversity, supporting their spiritual, moral, social, and cultural (SMSC) development. Geography encourages children to think about their place in the world, promoting thoughtful reflection on global issues and their responsibilities as future citizens.

4.5 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.

4.6 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. (See Trips and visitors Enrichment Plan)

5.0 Impact

Assessment/ Recording/ Reporting

5.1 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.

5.2 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.

5.3 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. (See Assessment guidelines for Foundation Subjects)

6.0 Monitoring

Monitoring the subject of Geography at Cawston Grange Primary School is carried out regularly to ensure high-quality teaching and learning across all year groups. This includes book trawls to evaluate progression, coverage, and the development of geographical skills and vocabulary. Lesson observations are conducted to assess the effectiveness of teaching strategies and pupil engagement. Pupil voice plays a key role in our monitoring, providing valuable insight into children's enjoyment, understanding, and recall of geographical learning. In addition, trustees undertake visits to observe geography in practice and meet with staff and pupils to discuss their experiences.