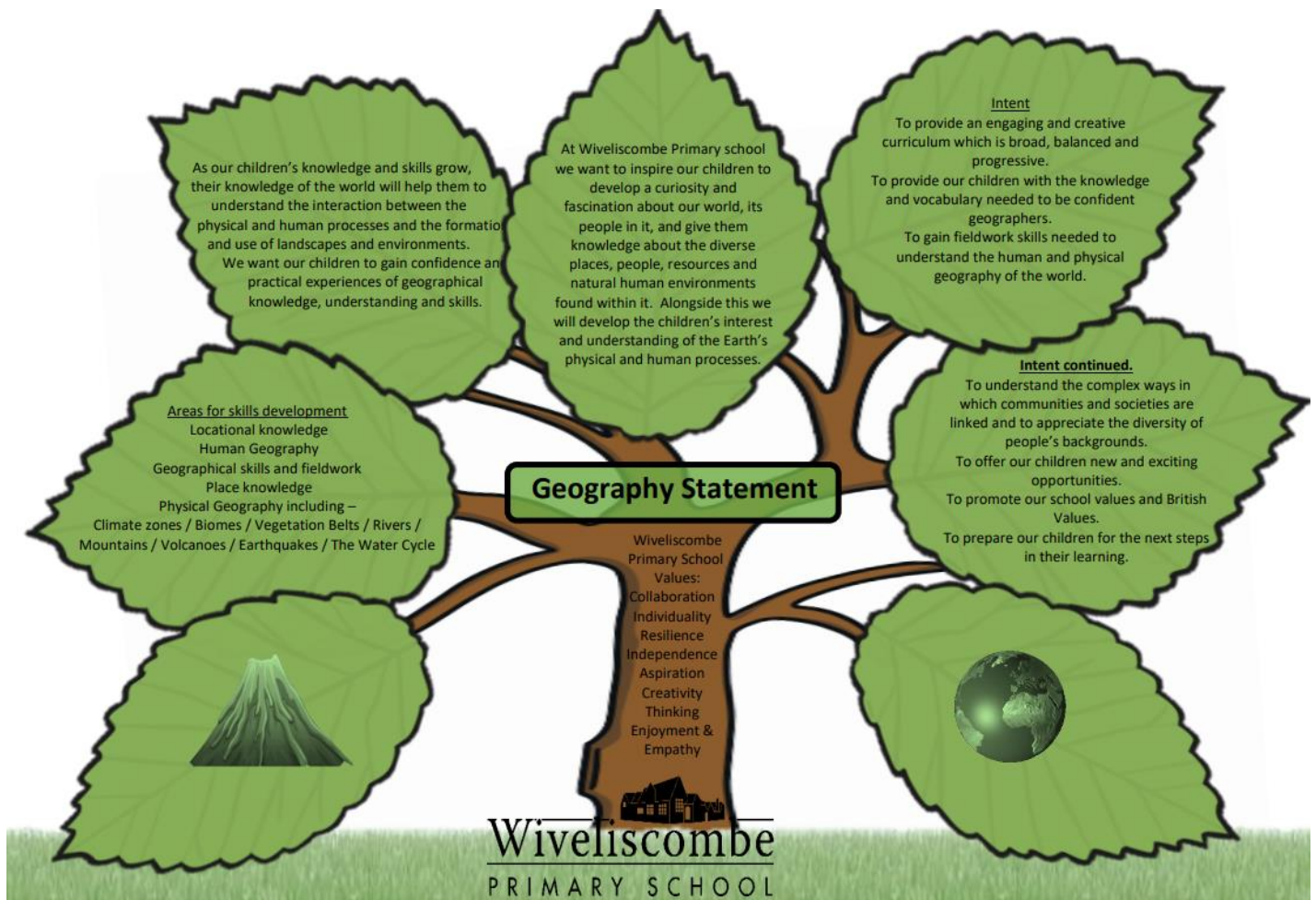


Geography:

Curriculum Intent:



Development of Children's Knowledge:

It is important that children are able to recall specific information about the location of places in the world, and therefore, frequent practise of knowing key cities, countries and oceans appear in the curriculum to strengthen the children's long-term memory. Teachers should therefore provide children with frequent practise of recalling this key information – as starters, in the main body of a lesson or as a plenary - so that they are able to draw on it to support further investigations. Resources such as online quizzes can be effective for developing children's recall.

Specific locations have been decided upon to ensure that children gain a sense of the diversity of the world in which they live but alongside this, there are opportunities for children to select and conduct their own research to promote a natural curiosity of understanding the world around them and to inspire a love for enquiry and investigation. Within these, children draw on the skills that have been previously modelled to them and learnt as a class, applying them with increasing confidence, fluency and accuracy as they progress throughout the curriculum.

Development of Children's Skills:

Our geography curriculum identifies that as well as developing the children's knowledge of the world, they should also improve in their geographical skills. It is for this reason that the national curriculum objective of 'Geography Skills and Fieldwork' has been further broken down into specific map skills, geographical enquiry skills and skills linked to scale and distance, so as to ensure that our curriculum provides children with clear, specific practise of key geographical skills that they are taught. These frequently include practical activities which utilise the rich environments that are local to the school, encouraging children's love of investigation and enquiry and appreciation for their surroundings. Additionally, the immersive context for learning allows children to practise and further develop their skills. Where children are engaged in practical activity, adequate time should be provided for children

to draw conclusions/ present the information that they collected, so that the visit/experience can best support the unit of learning. Where appropriate, geographical skills are also strengthened through the opportunities that we provide in Forest School and residential visits.

Products of Learning:

Across each year group, children have the opportunity to present information which they have collected in graphs, written pieces, diagrams and presentations. When doing so, they should draw on their learning in other curriculum areas (e.g. maths, computing, English) so as to ensure that these products are of high quality.

Learning Environment:

The use of learning environments can be an effective tool for promoting children's natural curiosity for the world in which they live and its people, through interactive displays connected to their topic. This may include images, maps, reference books, globes and atlases, props, examples of children's learning and key vocabulary, to encourage children's complete immersion into the theme being explored.