**Curry Rivel Church of England Primary School**



**Curriculum Overview: Geography**

*Our curriculum approach to Geography reflects our ethos statement ‘Caring, Curious and Confident’*

*In particular we aim for pupils to develop curiosity in Geography as well as providing opportunities to work co-operatively with others and become confident and resourceful learners.*

**Intent**

At Curry Rivel Church of England we aim for our children to be curious geographers who are inspired and engaged, and to encourage all children to ask questions in order to develop lively and enquiring minds. We intend to deliver a Geography curriculum which:

-Builds children’s understanding of the world, the countries within it and the locality in which they live.

-Is planned and developed with staff teams to ensure progression of learning for children throughout their school journey.

-Gives opportunity for children to explore and learn about geographical sources including fieldwork opportunities.

-Is in line with the National Curriculum 2014.

**Implementation**

Geography is taught as part of a termly cross-curricular approach here at Curry Rivel. This means that geographical skills and knowledge are included in different areas of the curriculum. Computing and technology are now an essential part of learning and this is considered in planning and resources. In KS2 new topics are launched with a ‘WOW Day’, this is an opportunity to explore the new topic using creative and fun activities. Where possible this will be taught across the key stage with children from years 3 to 6.

To ensure progression of skills, teachers use our ‘Skills Progression’ document which covers the following areas: locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork.

In order to ensure we are concise and teach an ambitious curriculum, learning is sequenced to build on prior knowledge. Children have the opportunity to develop a strong core knowledge that is their ‘sticky knowledge’ of Geography. This can then be used to broaden learning and make connections of wider world in which we live.

**Impact**

- Children develop their knowledge and understanding of geographical features and the significance of this.

- Children develop their understanding of continents, countries and seas and apply this to a range of contexts including map reading.

- Children feel confident when using fieldwork to support their ideas and can begin to apply this to opportunities in school (outdoor learning).

- Children feel inspired to extend their curiosity about the World, either at home or at secondary school and are aware of current World issues including climate change.

**Progression in Geography**

At Curry Rivel, geographical skills and knowledge will develop through building children’s curiosity through exploring a range of locations. This includes the local knowledge of Curry Rivel and its surrounding area and then further into Somerset. We have a skills progression document for Years 1 – 6 which shows the anticipated coverage of skills for each year group based on the current mixed classes.

**Recording**

In EYFS: Children’s learning is recorded on Tapestry with observations.

Key Stages 1 and 2: Children have a Learning Journey book where their work is recorded. This is where their English work is also recorded so allows for cross-curricular learning to be recorded in one place.

**Assessment**

Assessment for learning in geography is currently under review as a whole school. This includes how we can use our knowledge organisers for effective assessment and learning.

**Reporting**

Reporting of monitoring is recorded on a whole school template.

**Monitoring**

Geography teaching and learning is monitored throughout the academic year with book looks, learning walks, and conversations with children about their learning. Planning happens in teaching teams and opportunities for sharing good practise occurs in staff meetings.

**Review September 2021**

**Originally written and reviewed by Becca Hardwick**