



Geography Curriculum

Intent, Implementation and Impact



At Carterton Primary School we value each child as an individual with a unique potential for learning. We are an inclusive community where children grow, learn and achieve together. Our school values of respect, determination and aspiration are at the centre of everything we do.

Intent	Implementation	Impact
At Carterton Primary School, our intention in Geography is to convey a greater understanding and knowledge of the world. We use Geography to ensure pupils gain knowledge about where they live. They will learn the importance of looking after their local area, other areas and the planet. Our intent is for pupils to also celebrate their local community; to challenge stereotypes that may exist about places and cultures. Pupils' knowledge of the world will raise their own aspirations to inspire their future life choices. Our Geography curriculum is progressive and covers the knowledge and skills stated in the National Curriculum. The geographical skills and knowledge acquired will equip the children for the future. Through our high quality teaching we will develop the following skills and knowledge	Geography at Carterton Primary School is taught through a 'Big Question' at the beginning of a topic so that children can achieve depth in their learning. Alongside continuous provision tasks where children revisit and deepen knowledge, skills and concepts, we structure learning activities carefully to prevent cognitive overload and maximise understanding. Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. Children are presented with a question to discuss and research. This informs the programme of study and also ensures that lessons are relevant and personalised additionally taking into account children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson. Pupils are taught knowledge through high quality texts, field trips and visits, whilst developing their key skills such as: map reading, interpreting data, comparing, locating and scale. The local area is fully utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice. In Key Stage 1 Pupils are taught: • Have a simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world • Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment	Geography lessons are engaging and children actively contribute to discussion about our world. Our Geography Curriculum is age appropriate, well thought out and is planned to demonstrate progression across the three main: 'World Knowledge', 'Understanding', and 'Geographical Enquiry'. These main areas are broken down into age related expectations for each mile stone: Year 1 and 2, Years 3 and 4, Years 5 and 6. Pupils are assessed in these expectations each term. Finally, children are able to demonstrate their knowledge through the following methods: • Pupil discussion • Evidence in pupil books • Assessment against planned learning outcomes. • Next step questions: Children review their own successes and are given a next step question to apply their knowledge.

• A secure knowledge of the places in Britain and the wider world • An extensive geographical knowledge and vocabulary • The ability to ask and answer geographical questions • Draw conclusions and explain findings • Use a range of resources to gather information.	• Pupils are able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos. In Key Stage 2 Pupils are taught: • A more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news • Understand in some detail what a number of places are like, how and why they are similar and different and how and why they are changing. Pupils know about some spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. They show some understanding of the links between places, people and environments. • Pupils are able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their own opinions, and recognise why others may have different points of views. Early Years The EYFS follows the specific area of learning 'Understanding the World'. Within this area of the curriculum children learn about the world around them as part of a holistic curriculum, through various topics and child-initiated interests. Children in EYFS work towards achieving the Early Learning Goals for 'People and Communities' and 'The World', both of which include opportunities for children to learn about contexts within their local community and compare and contrast these with other areas around the world. This includes opportunities to explore places that they have visited or where their families live, through celebrating a range of festivals and learning about the areas of the world where these festivals originate from. Much of the learning for this area is done through stories, songs and role play with links to other areas of learning also playing a big part. <u>Lesson approach and teaching methods.</u> At Carterton Primary School we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. We encourage children to develop a greater understanding and knowledge of the world, as well as their place in it. Through careful planned lessons and enquiry based learning children develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their moral, social and cultural development.	
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