

## Curriculum Statement – Geography

### Intent

At Chadsmoor Federation, the intention of the Geography Curriculum is to inspire the children's curiosity and interest to explore the world that we live in and its people, which aims to ignite a love of learning. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. We intend to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Children will progress through the Federation building on their geographical knowledge, skills and understanding. Where appropriate they will have exposure to a wide experience of local and global learning that embraces differences within the world we live, as well as developing the ability to use and apply geographical skills in other areas of the curriculum and in real life.

Children should leave Chadsmoor Federation with a sense of their place in the world, both culturally and physically, and a desire to enquire into the world around them.

### Implementation

Across the Federation, we use Cornerstones Maestro which features imaginative learning projects teaching specific skills, developing knowledge and understanding, year on year, that are mapped to the National Curriculum programmes of study. Our progression map for Geography logically sequences learning building on the skills and knowledge for the four strands of the Geography Curriculum as the children progress from Early Years through to the end of Key Stage 2. Cross-curricular opportunities in Geography are recognised and planned for accordingly. The local area is fully utilised to achieve an outcome, with extensive opportunities for learning outside the classroom embedded in practice.

Foundation Stage explore geographical themes and content, increasing their knowledge and sense of the world around them through the Understanding the World strand of the Early Years Foundation Curriculum. This involves guiding the children to develop an understanding of their physical world, as well as their community, through opportunities to explore, observe and find out about people, places and their environment.

In Key Stage 1, children investigate their local area and contrasting area in the UK finding out about both areas and people who live there. They begin to learn about the wider world. They carry out geographical enquiries inside and outside of the classroom and ask geographical questions about people, places and their environment. They use geographical skills and resources, such as, maps and photographs.

In Key Stage 2, children build on this and expand to international geography where they delve deeper into human and physical geography. They investigate a variety of people, places and environments; UK and abroad. They make links between different places and use maps, atlases and make enquiries. They develop knowledge and understanding of how Geography contributes to other subject areas.

### Impact

Children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them. They will use subject-specific language they need to describe, question and discuss the world, as well as their place in it.

Outcomes in books will evidence a broad and balanced Geography Curriculum and demonstrate children's acquisition of identified key skills and knowledge. Book monitoring, lesson observations and planning will show curriculum coverage and identify gaps. Formative assessment will be continuous and inform planning.

As children progress throughout the school, they will develop a deep knowledge; show an appreciation of their local area and its place within the wider geographical context. School trips and residential visits provide further relevant and contextual learning.

Long term our children will retain knowledge that is pertinent to geography with a real-life context. They will know more, remember more, understand more, and be able to talk confidently about their learning.