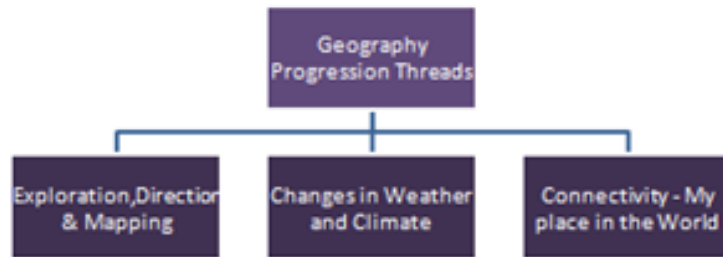


Key Threads:



Intent:

Through a carefully tailored curriculum based on Enquiry, our children will develop into explorers demonstrating curiosity and fascination about the world. Geography instils the sense of ‘awe and wonder’. It helps children gain a better understanding of our world’s people, places and environments, and the interactions between them. Geography helps children to understand how and why places are changing, and to better imagine, predict and work towards what the future may hold. Underpinning all of this is strong spatial awareness that deepens our understanding of what places are like, why and how they are connected.

We want the best for **all** the children at our school and work collaboratively to achieve this. Our progressive curriculum gives our pupils a solid subject foundation and a breath of geographical vocabulary, which they can use confidently and contextually. Coherent progression and key threads flow through our whole school geography curriculum, from EYFS to Year 6, ensuring a depth of knowledge. Alongside our Key Threads we also ensure the following threads are revisited throughout the school: locational knowledge and navigating around the world; place knowledge and the ability to make comparisons about: Human and physical geography with a focus on landmarks, climate, rivers, coasts and mountains and geographical skills. These purposeful links not only enable our children to revisit and develop a depth of subject knowledge but also provide valuable opportunities to apply disciplinary skills of geography in a variety of ways and contexts.

Implementation:

At Birchfield, the National Curriculum is used to ensure that we plan and deliver geography progressively throughout the school. Our geography curriculum is constructed around overarching enquiries. Existing knowledge is checked at the beginning of each topic (What I know, What I would like to Know and What I have Learned), and learning is reviewed regularly through retrieval activities. This ensures that teaching is informed by the children’s starting points and that it takes account of pupil voice.

Geography plays a varying role with some enquiries heavily focused on Geography, such as ‘*What is that noise under the ground?*’ which explores Volcanoes through the Project ‘*Rocks, Relics and Rumbles*’ in Year 3, and other enquiries where it has a more of a cross-curricular role, such as in History - ‘*The effect of World War II on children*’ covered in year 6. The Geography curriculum is designed to offer breadth and depth in both knowledge and skills. We feel this best prepares children for their future learning.

At Birchfield, creating memorable experiences to develop our pupil’s cultural capital is paramount. Pupils have ample opportunities to go on trips, speak to visitors, showcase their work through exhibitions as well as take part in home learning projects. Additionally, some year groups have continent focuses. This gives



the pupils a chance to explore a continent's key human and physical features, some that are not taught elsewhere.

We teach geography in nursery and reception as an integral part of the topic work covered during the year. The objectives that underpin this learning can be found in the Early Learning Goals (ELG's). Geography makes a significant contribution to the ELG 'Understanding of The World' through activities such as going on walks in the local area, exploring the outdoors and studying various exciting places in the world. The children are also given chance to discuss their own exciting geography discoveries, whether that be a holiday or somewhere they've seen in a book. Both Nursery and Reception are included on our progression document to ensure children are constantly building their blocks of knowledge and skills, ready to begin formal learning of the National Curriculum in Year One.

Impact:

Children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it. Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent geographers in secondary education. Additionally, we aim to ensure that our children will have the ability to form opinions, take responsibility and share an understanding about current and contemporary issues in society and the environment. We hope that the children will continue to be interested in the developments of our planet throughout their lifetime.

Outcomes in pupils work, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge. Children also record what they have learned comparative to their starting points at the end of every topic. As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context. Regular school trips provide further relevant and contextual learning.

The impact of our geography curriculum will ensure that children:

- Use appropriate Geographical terms.
- Develop a curiosity and understanding of places and people both locally, nationally and globally.
- Develop a knowledge and understanding of the physical and human processes which shape places.
- Develop a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- Foster a sense of curiosity and wonder at the beauty of the world around them.
- Develop a commitment to sustainable development
- Use fieldwork to observe, measure and record the human and physical features of different areas.
- Develop geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- Formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- Describe and make links between situations and changes within and across different periods and societies.