**Geography**

**Intent:**

Our Geography curriculum is designed to develop children’s curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Not only do we hope to ignite a passion and love for Geography but also to instil in them a desire to protect the planet for future generations and develop an interest and understanding of different cultures and people that promotes diversity and inclusivity.

Children investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth’s physical and human processes. We are committed to providing children with opportunities to investigate and make enquiries about their local area of Cuckfield so that they can develop of real sense of who they are, their heritage and what makes our local area unique and special. We also aim to develop the children’s ability to

apply geographical knowledge to enable to confidently communicate their findings and geographical understanding to a range of audiences.

Through high quality teaching, we develop the following essential characteristics of geographers:

. An excellent knowledge of where places are and what they are like, both in Britain and the wider world;

. A comprehensive understanding of the ways in which places are interdependent and interconnected;

. An extensive base of geographical knowledge and vocabulary;

. Fluency in complex, geographical enquiry and the ability to apply questioning, as well as effective presentation techniques;

. The ability to reach clear conclusions and explain their findings;

. Excellent fieldwork as well as other geographical aptitudes and techniques;

. The ability to express well-balanced opinions, rooted in comprehensive knowledge and understanding about current issues in society and the environment;

. A genuine interest in the subject and a real sense of curiosity about our world and the people who live there.

**Implementation:**

We use Target Tracker as a starting point to ensure coverage for each Key Stage’s Geography Curriculum and then adapted it to fit in with each year group specifically and to our school as a whole. For example, Year 3 are studying Romans as a topic and ‘Escape from Pompeii’ for their Power of Reading Book so they have taken on ‘Volcanoes and Earthquakes’. It was also felt that by the time the children reached Year 6 the children needed more of a grounding in ‘Rivers’ so that has now been spread more equally amongst KS2.

With the curriculum divided between Year Groups the teachers are then able to plan high quality lessons. With very high standards of teacher knowledge and a very good coverage of the Geography curriculum, we ensure that there is progression in procedural knowledge across the school. The combination of a comprehensive overview of the Geography curriculum and the implementation of our ‘3 Big Questions’, will enable the teachers in year groups above to check that the knowledge has been covered and understood in the year groups below.

Teachers uses adapted learning to ensure that all children access the learning at their level and deeper questioning and open ended assessments at the end of each topic give them the opportunity to demonstrate the learning that they have achieved. Examples of this include a persuasive piece of writing in Year 3 about the benefits of re-cycling, postcards about an area in the UK from Year 2 and posters about the Rain Forest and Fair Trade in Year 5.

Trips and visiting experts enhance the learning experience;

Appropriate curriculum themed home learning tasks which children complete with adults at home;

Curriculum planners are available for teachers to share with children/ parents for many of the topics.

**Impact:**

Our Geography Curriculum is high quality, well thought out and is planned to demonstrate progression. We regularly monitor the progress of our children to ensure they are making the best progress possible. We measure the impact of our curriculum through the following methods:

. A reflection on standards achieved against the planned outcomes and monitored by the use of statements relevant to the year group.

. The assessment at the end of a topic through the open-ended, extended piece of work which answers the ‘3 Big Questions’ that are set at the beginning of the topic.

. The evidence of learning for each term which demonstrates progression across the school;

. Tracking of gains after each assessment;

. Pupil discussions about their learning, a regular monitoring of books and supportive monitoring of Geography lessons in each year group.