



Caversham Park Primary School

Together we enjoy, create and achieve

Geography Rationale

We value Geography in Caversham Park Primary School: we are Geographers. Our Geography curriculum aims to inspire in our children a curiosity and deep interest in the world and its people that will remain with them for life; we aim to develop and grow children's cultural capital. We deliver not only a knowledge rich curriculum but also a curriculum with clear skills progression so that we deepen children's understanding of the Earth's human and physical forms and processes. As children progress through Caversham Park Primary, they will know more and understand more about their local area, the UK, Europe and the World.

Curriculum Intent:

The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable allowing the children to build upon their growing knowledge of the world.

We intend the knowledge that the children gain to be built upon each year as well as across one year. So, in Year 1 children start by looking at where they live, moving on to Reading and eventually, in their final topic, learning through A view from Space. Their knowledge of Reading will be further developed in the One World topic in Year 3, and again in Year 6 where children will plan and carry out their own fieldwork in Reading. Thus, knowledge is not only revisited but logically developed with clear end points. We intend children to coherently develop geographical knowledge and skills as set out in the knowledge and skills progression document. Every year, skills in enquiry, location, using and drawing maps (including skills in representation, scale and perspective) and map knowledge will be taught and built upon. For example, in Year 1 children will use a simple picture map to move around the school in the Where I Live unit, and by Year 6 will be following a short route on an OS map while recognising symbols and shown features in the Regional UK unit.

We intend children to understand that they are global citizens and as such develop a firm ecological mindset. We aim for children to have an interest in caring for and protecting the environment through (in most units) learning about environmental issues in a way that is relevant and progressive. So, for example, in Year 2, children will learn about buying locally in their British Grand Tour unit and in Year 5 children will answer the question; Why is Brazil deforesting the rainforest and what is the impact of this?

At Caversham Park we believe that Geography should be accessible to all children and as such the curriculum is designed so that teachers can scaffold the learning to suit the individual child. All children have access to a full curriculum and have the opportunities to Enjoy, Create and Achieve!

Curriculum Implementation:

Pupils engage in weekly Humanities lessons and alternate between Geography and History sequences of learning throughout the year with explicit links being made between both when relevant. Where appropriate, units follow sequentially on from a related History topic to further facilitate transferability and progression. For example, in Year 4, children will complete their European regional study of Greece, following on from their History unit on Ancient Greece. Each lesson starts and ends with a key question. Each unit starts and ends with a key question: the end product of each unit allows each child to demonstrate the knowledge and skills that they have acquired throughout the unit.

Key knowledge and skills for each topic are identified in planning to ensure progression across topics throughout each year group across the school. The skills and knowledge gained are constantly revisited as "sticky knowledge" quizzes are carried out at the start of most Geography lessons. These focus on revisiting key Geography vocabulary (see unit overviews) and location knowledge. Knowledge organisers are also used to provide children with an individual bank of vocabulary and key knowledge relevant to their unit of learning.

The local area is fully utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice. This allows the children to have a sense of place in their own locality in KS1 which is then developed into a more global sense throughout KS2. For example, using the local area to follow and create maps in Key Stage 1, to comparing the similarities and differences in environments and communities in Lower Key Stage 2, through to debating world issues in Upper Key Stage 2.

Curriculum Impact:

We assess Geography using formative assessment, assessing children not only within the lesson but across the unit. All units culminate in an end product where all children show the knowledge and skills that they have gained throughout the unit. Thus, teachers have a clear idea of the impact of their teaching and are able to ensure that children who are achieving well, as well as those who need additional support, are identified, and additional provision and strategies are planned in for future learning both from lesson to lesson and from unit to unit. End products also ensure achievements in Geography are show cased and celebrated.

EYFS is the start of the children's journey as a geographer and by the end of their time in EYFS the children will know:

- about similarities and differences in relation to places, objects, materials and living things.
- about the features of their own immediate environment and how environments might vary from one another.

Thus, they are fully prepared to learn about Geography as a discrete subject in KS1

By the end of their primary school journey as a Geographer, children at Caversham Park Primary, will leave us:

- having thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.
- being able to confidently use maps to locate and describe features of a location and answer questions such as:
 - Where is this place?
 - What is it like? (And why?)
 - How and why is it changing?
 - How does this place compare with other places?
 - How and why are places connected?
- having developed the geographical knowledge, skills and vocabulary to help them explore, navigate and understand the world around them and their place in it
- having developed excellent fieldwork skills as well as other geographical aptitudes and techniques
- having the ability to express well balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment
- having developed progressively as they move through the school, not only to enable them to meet and go beyond the requirements of the National Curriculum but to prepare them to become competent geographers in secondary education, being fully prepared for the KS3 curriculum, and for life as an adult in the wider world.