

Curriculum Statement for Geography

“The study of the physical features of the earth and its atmosphere, how it affects humans – and how humans affect it.”

“Without Geography, you’re nowhere.”

(Anon)

Aims and Objectives

Geography offers a uniquely powerful way of seeing the world and making connections between scales, from local to global. Our curriculum aims to inspire in children a curiosity and fascination about the world and its people in order to enthuse them as global citizens. We need facts in order to think, but we also need concepts to enable us to group bits of information together. A high-quality Geography education should combine place, space and environment as key ideas, in order to frame the subject. These concepts can then be applied across the subject to identify a question, direct an investigation, organise information, suggest explanations, or assist with decision-making. At Cherry Tree, Geography helps to develop these skills in young children, and guided by the knowledge of pupils’ needs and interests, creates a challenging yet relevant curriculum.

Visions and Values

Our Geography curriculum is underpinned by Cherry Tree’s values and visions. Geography encourages, in a local and global nature, children to care about the space around them, and have awareness of the changes that are happening and that will happen in the future. With a caring attitude being a key skill that is developed at Cherry Tree, pupils are thriving and preparing themselves for the challenges of the wider world, and this is only further bolstered by our Geography lessons. With such thorough and quality-driven preparation, Cherry Tree children are only sure to succeed when tackling potential issues in their current and future environments.

Teaching and Learning

At Cherry Tree we use ‘Kapow’ to support the teaching and learning of Geography across the school, which links to and covers the National Curriculum Programmes of study effectively. Through this approach, children are able to develop their understanding, apply their new learning and express themselves practically through discussion. The wide range of resources, available from Kapow and those that are in school, are imperative accompaniments to each lesson, as children navigate their use of maps, images, practical equipment and information sheets. Kapow, coupled with teacher planning, creates lessons which allow children to be motivated and capture each individual’s interest.

- Children will be engaged in their learning through an enquiry model based on a 'big question'. This will be implemented through teacher-led and child-led projects, enabling them to become critical geographical thinkers.
- Children will develop geographical skills including fieldwork within our school building, school grounds, our local area and on educational visits.
- Children will be inspired by participating in global events such as 'World Environment Day'.
- A range of atlas', maps, diagrams, globes and photographs will be used to support children's learning of Geography.
- Key vocabulary will be used, explicitly taught and re-visited as children progress throughout the school.
- Comparisons will be explicitly made between the geography of the local area and of the wider world.

In the Early Years (Nursery and Reception) Geography is included within Understanding of the World, the Early Years Framework states, 'Understanding the world involves guiding children to make sense of their physical world and their community.' By the end of their time at Cherry Tree, children will have developed a growing knowledge about the world which will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Not only will they know more, but they will understand the significance of what they have learnt. They will have started to develop the skills to ask and explore questions in an ever-changing world as they continue in their education.

Assessment and Recording

In EYFS observations, achievements and progress are recorded using pictures which are uploaded to Tapestry for parents to see. Geography learning for the rest of the school is recorded in subject books. Assessment is used effectively within lessons, whereby teachers assess children's knowledge, understanding and skills through observations and providing verbal feedback during lessons which supports children's progress. Opportunities for verbal feedback are encouraged during the lesson whilst teachers are live marking pupils' books. Assessment grids from 'Kapow' are used which is in the style of a criteria with National Curriculum statements. Teachers use these to evidence the assessment of children's geographical ability at the end of each unit.