



Radleys Primary School



Geography Intent

Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes' [National Curriculum, 2014].

Our geography curriculum is an investigative subject which allows children the very many opportunities to explore the world, its environment, places near and far and our local area. By imparting skills for learning, we aim to inspire our children with a curiosity and need for wanting to know more; whilst encouraging a greater understanding of the world around us as well as providing them with a sense of wonder about the world and their place within it. The teaching of geography will heighten children's curiosity and a fascination about the world and the people in it, equipping children with the attitudes to respect others' cultures, differences and their way of life. The intent behind our Geography curriculum is to enable each child to become a confident and skilled geographer. We want them not to only simply recall places, geographical terminology and concepts, but to be critical and ask questions about the knowledge they are exposed to. We want to encourage children to play an active role in the community and work with others to make our planet a better place for the future, such as recycling and growing our own food. We provide opportunities for children to enjoy practical experiences through local fieldwork studies within our immediate environment as a possibility to show children the importance of our area, the future prospects and how it fits into the wider world.

Geography Implementation

Geography is taught in topic based blocks, half termly alternating with history. We enhance our curriculum through a clearly designed progression model, where staff will model the subject-specific vocabulary, knowledge and skills, appropriate to each year group. To ensure that pupils develop a secure subject knowledge in geography, our progression model maps out the specific skills within a number of key categories. These skills will expose our children to knowledge of location and place, human and physical geography and fieldwork.

Lessons are planned for by teachers and taught sequentially whilst allowing each lesson to be skill driven, allowing our children to have the best possible outcomes and chance to take home and recall what they have learnt. Across the school, this will ensure there is a full coverage of skills embedded across their learning journey between year groups, starting from our youngest children in the Early Years, until the end of Key Stage 2. Our nursery and reception children follow the Early Years Foundation Stage framework which supports children's understanding of Geography through the planning and teaching of 'Understanding the World' where children can make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Our curriculum offers local fieldwork opportunities so that children develop an understanding of the impact of human development on the natural and physical world around them. Children in Key Stage 2 also have the opportunity to visit the local allotment every week where they spend time exploring, learning how things grow and taking on the responsibility for looking after a space. It intends to capture children's natural curiosity about the world and what they observe, to promote respect for the environment, cultures different to their own, living things and the impact we, ourselves have on the environment around us.



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Geography Impact

By the end of Key Stage 2, our children will know more, understand more and remember more about the world. They will be motivated and inspired to continue their learning as they progress to Key Stage 3, having developed a range of life skills, which can be utilised beyond school life.

The impact of Geography will be measured through assessment of vocabulary, pupil discussions and conversations, book looks and quizzes.