









<p>Vision</p> <p>The study of Geography in our school curriculum will inspire pupils with a curiosity and fascination about the world and its people. As Michael Palin said, 'You can travel the seas, poles and deserts and see nothing. To really understand the world, you need to get under the skin of the people and places. In other words, learn about geography. I can't imagine a subject more relevant in schools. We'd all be lost without it.'</p>	<p> Intent</p> <p>Teaching our children Geography through a discovery-based curriculum instils a love of independent learning and investigation. We therefore ensure there is a wide breadth of study that allows children to gain a coherent understanding of each of the Chris Quigley 'Knowledge Categories' which highlight areas such as physical and human processes and features, location, and diversity. Therefore, by the end of each Key Stage their subject knowledge and understanding grows.</p>	<p> Implementation, Content and Sequencing</p> <p>As a small school with mixed year classes, we have a rolling program of study making use of the Chris Quigley Curriculum Companion that allows both breadth of study so that the National Curriculum coverage is met and assessment goals. This provides staff clear guidance and support in delivering the appropriate curriculum and related vocabulary. Children's progression can be viewed through their knowledge, vocabulary and completion of 'Proof of Progress' tasks that show the depth of understanding.</p> <p>In Early Years, children will understand similarities and differences between places and communities. In Key Stage One children will develop knowledge about the world, the United Kingdom and their locality. In Key Stage Two study will extend their knowledge and understanding beyond the local area and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time Although we teach subject specific content, we strengthen this through intra-curriculum links.</p> <p>Our children often have a limited knowledge of the world out-side our locality, so we aim to provide opportunities to increase vocabulary, variety, challenge and consolidation as they learn.</p>	
<p> Links with other subjects</p> <ul style="list-style-type: none"> • Geography has strong links with English and non-fiction writing. • Geographical, scientific and historical learning is often intertwined. 	<p> Impact</p> <p>The impact of the geography curriculum is that children understand the relevance of what they learn to the world around them.</p> <p>The geographical concepts and skills are mastered when a child can use appropriate language to explain their ideas and independently apply their knowledge.</p> <p>Most importantly Geography engages and excites our learners who are at the heart of all we do.</p>	<p> Progress</p> <p>As the learning develops over time, we observe the children's ability to access the basic, advancing or deep understanding of an area of study develop through each class over two years. The Proof of Progress (Pop) tasks within the Curriculum Companion, show the understanding of vocabulary and topic specific knowledge for the learning taking place.</p>	<p> Support</p> <p>Presenting Geography in a variety of ways to engage all of our learners, through text, pictures, film, drama and artefacts.</p> <ul style="list-style-type: none"> • Pre teach vocabulary. • Provide supports such as pictures/ word mats/ templates. • Additional adult support to allow children to access the full scope of learning.

