

**** Intent –

For the Curriculum to be delivered by fascinating and engaging resources. To capitalise on the fantastic setting of the school to make the most of survey and field walk skills opportunities. The planning creates regular and immersive experiences for the learners to satisfy and extend their curiosity and knowledge to a greater depth. The Geography curriculum enables children to develop the skills and knowledge learned in Geography beyond the subject but transferable outside it to all areas of the curriculum. The Geography curriculum is used to promote their spiritual, moral, social and cultural development in the lives of learners in and out of school.

***** Implementation -

Geography is taught in blocks throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group and cohort across the school. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This develops their ownership of the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

Cross curricular outcomes in geography are specifically planned for, with strong links between geography and morning literacy lessons identified, planned for and utilised. The local area, particularly in its rural aspect, is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice and comparisons with different population zones, climate zones and land use made very apparent to learners.

**** Impact –

Outcomes in topic and literacy books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge. Children review their successes in achieving the lesson objectives at the end of topics and their own target areas, with these being identified, shared and verified by teachers as necessary. Children also demonstrate what they have learned comparative to their starting points at the end of every topic verbally, with drama or via quiz. As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context. Geographical understanding, as well as children's spiritual, moral, social and cultural development is further supported by the school's links with elderly homes, which the children have written to. This aspect of the work of the school is also supported through specific drives which include MFL French lessons (where children consider the language and culture of France) and RE, in which they learn the origins and beliefs of different cultures and communities. Children are able to learn about business related to geography with specific focus on commerce, industry, effective functioning natural systems and land use - skills and knowledge that ensure that they are well prepared for the next steps of their education.