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**Calder Primary School**

**Geography**

**Intent**

Through our geography curriculum, we endeavour to ignite children’s curiosity and fascination about the world around them.  We aim to equip our pupils with knowledge about diverse places, people, resources and natural and human environments, together with developing their understanding of the earth’s key physical and human processes.

Our geography curriculum covers the skills outlined in the National Curriculum through broad, challenging and inspiring themes. Progression is planned in knowledge, skills and vocabulary so that pupils by the end of year 6 have the cultural capital to be successful in geography in Key Stage 3 and beyond.

Pupils are encouraged to think like geographers and develop their skills such as map and compass reading, collecting and analysing data as evidence and communicating geographical information in a variety of ways. We encourage children to understand the importance of outdoor learning in order to build a natural curiosity about the world they live in and how it works around them, linking with Forest School and other curriculum areas such as Science and PSHE.

Geography teaching has a wide application to everyday life, teaching the children to enjoy learning about the world and to have a better understanding of how people live in different locations.

The aims of teaching geography in our school are:

• To inspire pupils’ curiosity to discover more about the world

• To enable children to know about the location of the world’s continents, countries, cities, seas and oceans.

• To develop in children the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

• To help children understand how the human and physical features of a place shapes it location and can change over time.

**Implementation:**

To ensure high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum.

Teachers plan lessons for their class using our progression of knowledge and skills document and making meaningful links with other subjects such as science. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive.

We aim to provide a variety of opportunities for geography learning inside and outside the classroom. Educational visits and visitors provide additional opportunities for enquiry and extension. We use our local area including our allotments and Forest School areas as well as visiting local rivers and streams and places such as Ogden Water and Shibden Valley. In upper KS2, pupils develop their understanding of compass and map skills through their residential trip and HX7 sports orienteering, aiding transition into Calder High.

In EYFS, pupils learn about ‘understanding the world’ through their class topics, for example the Gingerbread Man travelled around the world sending them postcards and photographs to investigate and ignite their love of using resources such as globes and maps.

Geography teaching is inclusive for all pupils through differentiated tasks and a variety of learning styles. It provides excellent opportunities to enhance the learning across the curriculum, including for more able pupils through open investigations and writing extending pieces. Pupils are also given the opportunities to apply and extend their knowledge through creative geography homework projects.

Achievement in geography is celebrated on Twitter and through our achievement assemblies each Friday.

**Impact:**

Within geography, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.

Our geography curriculum is high quality, well thought out and is planned to demonstrate progression. Children will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments.

We measure the impact of our curriculum through the following methods:

* Assessing children’s understanding of topic linked vocabulary before and after the unit is taught.
* Summative assessment of pupil discussions about their learning.
* Images and videos of the children’s practical learning.
* Interviewing the pupils about their learning (pupil voice).
* Moderation staff meetings where pupil’s books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class’s work.
* Marking of written work in books.