




<div> <div>  <p>Condover Church of England Primary School Love Each Other and Know We Are Loved Love Forgiveness Trust</p> </div> <div>  <p>St Edward's Church of England Primary School Love Each Other and Know We Are Loved Love Forgiveness Trust</p> </div> <div>  <p>BITTERLEY C OF E PRIMARY SCHOOL "Be courageous; be strong. Do everything in love" (1 Corinthians 16:13-14)</p> </div> </div>	
<b>Geography 2023 – 24</b>	
<b>Intent</b>	<p>We want children to:</p> <ul style="list-style-type: none"> <li>• be inspired and to become curious and explorative thinkers with a diverse knowledge of the world.</li> <li>• develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings.</li> <li>• become resourceful, active citizens who will have the skills to contribute to and improve the world around them.</li> </ul>
<b>Implementation</b>	<ul style="list-style-type: none"> <li>• Our curriculum has a clear progression of skills and knowledge within the four strands: Locational knowledge, Place knowledge, Human and physical geography and Geographical skills and fieldwork across each year group.</li> <li>• Geographical key concepts are woven across all units rather than being taught discretely.</li> <li>• Our curriculum is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning.</li> <li>• Locational knowledge will be reviewed in each unit to coincide with our belief that this will consolidate children's understanding of key concepts, such as scale and place, in Geography.</li> <li>• Our EYFS units provide a solid foundation of geographical skills, knowledge and enquiry for children to transition successfully onto Key stage 1 Geography learning, whilst also working towards the Development matters statements and Early Learning Goals.</li> <li>• Each unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible.</li> <li>• Our enquiry questions form the basis for our Key stage 1 and 2 units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions. We have designed these questions to be open-ended with no preconceived answers and therefore they are genuinely purposeful and engage pupils in generating a real change.</li> <li>• Strong subject knowledge is vital for staff to deliver a highly effective and robust Geography curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support CPD.</li> </ul>

Impact	<p>... who:</p> <ul style="list-style-type: none"> <li>• leave school equipped with a range of skills and knowledge to enable them to study Geography with confidence at Key stage 3.</li> <li>• can compare and contrast human and physical features to describe and understand similarities and differences between various places in the UK, Europe and the Americas.</li> <li>• can name, locate and understand where and why the physical elements of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters and the water cycle.</li> <li>• understand how humans use the land for economic and trading purposes, including how the distribution of natural resources has shaped this.</li> <li>• develop an appreciation for how humans are impacted by and have evolved around the physical geography surrounding them and how humans have had an impact on the environment, both positive and negative.</li> <li>• develop a sense of location and place around the UK and some areas of the wider world using the eight-points of a compass, four and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping.</li> <li>• identify and understand how various elements of our globe create positioning, including latitude, longitude, the hemispheres, the tropics and how time zones work, including night and day.</li> <li>• can present and answer their own geographical enquiries using planned and specifically chosen methodologies, collected data and digital technologies.</li> </ul>
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