

Geography at St Cuthbert's Catholic First School

Intent

In early years we aim to nurture all curious minds. To enhance provision to provoke, to act upon spontaneous learning opportunities and to have the interests of the children at the center of our curriculum.

Throughout KS1 and KS2 our aim is to continue an enquiry based approach to learning that has a well thought out balance between the content and the skill based learning, offering continuity and progression of knowledge and skills.

We aim for all children...

- To learn about diverse places, people, resources and natural and human environments.
- To learn about our locality; physical features, land use and how our familiar world has changed overtime.
- To learn the terms physical and human geography, understanding what they mean; knowing ways in which the physical geography of our world affects how people live.
- To be able to use an atlas and other maps to locate and name continents, countries and features.
- To develop fieldwork and mapping skills as they progress in their learning journey.

Implementation

At St Cuthbert's we teach a broad geography curriculum which has cross curricular links with many subjects such as history and art and design.

Geography begins in Early Years and starts with developing knowledge and skills from the familiar to the unfamiliar. Exploring learning through the children's lines of interest, first hand enquiry and stories from around the world.

KS1 and KS2 have worked closely to ensure topics and content are appropriate and enable a progression of skills. Teachers use a variety of resource and techniques to plan and deliver a progressive geography curriculum which is further enhanced by regular school trips and fieldwork.

All teachers use knowledge obtained from their CPD with David Weatherly and this informs the planning and delivery of our enquiry based curriculum.

Impact

Children show confidence as 'young geographers', demonstrating that they can use, develop and master skills cognitively.

Attainment is recorded every term on SIMS, formative assessment happens continuously. Teachers ensure that they carry out vocabulary, skill and knowledge and understanding checks. This reflects the impact of their teaching and experiences.

Teachers set high expectations in relation to the presentation of work and this is very reflective of the teaching and learning that has taken place.

