GEOGRAPHY AT CEDAR PARK SCHOOL AND NURSERY

INTENT

At Cedar Park School and Nursery, our geography curriculum aims to inspire pupils to become analytical and inquisitive thinkers who cumulatively develop an expansive understanding of their world. Building curiosity and deeper thinking is at the core of our approach and we aim to equip pupils with the skills to think like geographers and the knowledge to foster a deep curiosity about the world. Our lessons encourage deep and diverse thinking, ensuring pupils can build knowledge free from stereotypes and be informed by diverse physical, environmental, and cultural perspectives.

STRENGTHS

- A range of atlases – appropriate for different ages and stages of learning.
- A progressive curriculum which revisits and consolidates geographical concepts.
- Considerable investment in resources for the curriculum.
- National Fieldwork Week activities.
- Knowledge Organisers – identification of key knowledge.
- Close alignment with the science curriculum.

TO IMPROVE, OUR PRIORITIES ARE:

- To enhance our local study provision and resources – seek external local support.
- To support staff members who highlight geography as an area of personal development.
- To ensure that children enjoy their geography lessons and can recall geographical knowledge using the correct terminology.

IMPLEMENTATION

Geography at Cedar Park School and Nursery is supported by the Developing Experts scheme of work. Our geography curriculum organises knowledge into the four key strands outlined in the National Curriculum: **locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork.** Every lesson begins with an enquiry-based discussion. This allows teachers to assess prior knowledge while allowing pupils to share their experiences. At the end of each lesson, the pupils will be able to answer the question posed at the start. This cyclical structure allows for flexibility and reinforces prior learning.

Our curriculum is implemented in a way which allows for children to constantly revisit the concepts of place, space and scale in many different contexts. Teachers ensure that lessons have a balance of core knowledge and the children's sense of space. Children have the opportunity to evidence their learning in a variety of ways including verbal, written, pictorial and diagrammatic responses. In order to ensure long-term knowledge, we revisit learning from both previous lessons and year groups.

In Key Stage 1 and Key Stage 2, geography is taught through timetabled specific lessons on a half termly basis, alternating with history, with cross-subject links and references to help students embed holistic knowledge. We use a variety of learning experiences in the classroom, expanding this through our fieldwork and raising engagement further with educational visits which allow the children to develop their geographical knowledge and skills. Children are given opportunities to explore, observe, question and compare how individuals, including themselves, live around the world and the impact of this.

At Cedar Park, we are passionate in providing a learning environment where a rich and varied use of language develops understanding, broadens vocabulary and expands children's ability to communicate effectively with others. As a result, children regularly study geographical terms and are encouraged to use as many of these as possible when sharing understanding with their group or class as a whole. Discussion is very much encouraged in our geography lessons, whether in pairs, groups or as a class, and we encourage children to articulate their thinking in detail.

CHILDREN WITH BARRIERS TO LEARNING

Within planning, teachers will effectively scaffold lessons to ensure that every learner can access the content of the unit. This may be through pre-teaching, access to word mats and sentence stems, cloze procedure activities and hands-on experiences.

We understand that some children may find core subjects more challenging and thrive in non-core subjects such as geography. We nurture children's interests and allow them to share their knowledge and interests with their peers. Additionally, we understand that knowledge and skill does not have to be demonstrated through written outcomes.

GEOGRAPHY IN EYFS

In the Early Years Foundation Stage, activities and experiences for pupils are based on the areas of learning and development, as outlined in the DfE's 'Statutory framework for the Early Years Foundation Stage'. All activities adhere to the objectives set out in this framework. In particular, geography-based activities are used to develop pupils' knowledge and understanding of the 'People Culture and Communities' and 'The Natural World.'

SUBJECT ASSESSMENT

Geography follows the Cedar Park 5-Step Assessment Model. This allows for teachers to have an understanding of what children know prior to the unit of learning, be able to adapt the unit of learning based on outcomes of children and to ensure that children can consolidate their learning effectively.

The 5-Step Assessment Model can be found within the 'Our Learning' section on the website.



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