



# Geography at Cropwell Bishop Primary School



Geography forms an important part of our curriculum. We follow the National Curriculum and deliver an ambitious, knowledge-based geography curriculum that aims to inspire children's curiosity to know more about their own locality and the wider world. As a school, we aim to inspire curiosity and fascination about the UK and the wider world and develop each child's geographical skills, understanding and knowledge using a wide range of sources. Our geography topics are detailed and there is a clear, progressive sequence in the learning journey. We aim to enthuse, support and challenge all abilities through high quality teaching and learning of geography, where children are encouraged to engage in meaningful discussions using appropriate vocabulary.

## **Curriculum design and sequencing of content**

We teach children a knowledge rich curriculum that is ambitious and designed to build in knowledge content as children progress through school. All year groups study a Geography unit three half terms a year (curriculum content overview). Some teachers choose to link geography to some of their other subjects. Map skills are practised in every year group and build on skills taught in previous year groups. All year groups study a diverse range of human and physical geography in a range of different locations and contexts.

## **Retrieval Practice**

To ensure children retain knowledge that has been taught, our knowledge organisers are used regularly to support the learning of new information and vocabulary. This ensures that content is regularly recapped and that children can make links throughout their topic. Knowledge organisers are also used as a quizzing tool to revisit concepts and ensure knowledge is 'sticking'.

## **Community Connections/ Our local area**

Children participate in walks around the village focusing on physical and human geography both in KS1 and KS2. Both year 2 and 4 make comparisons between Cropwell Bishop and another place in the world, year 4 with increasingly complex vocabulary and map skills.

In reception, links are made to the local farming community and the school woodland area is used to teach children about the negative effects of littering. In KS1, children learn about the local cheese factory when learning about human geography and in KS2, children learn about the River Trent in both a human and physical geography context.

## Lens

Geographical lenses enable us to analyse geography in different, interesting ways. By using geographical lenses, we can equip our children with the ability to achieve a deeper understanding of the local area and the world around them. When planning and teaching geography topics, we adopt an enquiry approach and each topic will incorporate our 'Geographical Lens': -

- “ **Locational:** Location and place are used to identify a point or an area on the Earth's surface or elsewhere.
- “ **Space and Scale:** Space being the location of points, features or regions in absolute or relative terms and the relationships that connect them. Scale being the 'zoom lens' that enables us to view places from global to local levels.
- “ **Physical features:** Physical features are natural features on the surface, such as water, mountains and deserts.
- “ **Human Features:** Human features of a place come from human ideas and actions. They include bridges, houses and schools. Human characteristics of place also include land use and density of population.
- “ **Change and Sustainability:** An increased demand for resources such as energy, food and fuel means that developing sustainable resources is critical to protect the environment.

These are clearly represented on our planning overview to ensure there is a good coverage of each lens, across the whole geography unit. There is a progression for each lens throughout the key stages to enable children to build on prior learning and develop as geographers.