Carleton Rode CEVA Primary School
Geography

"Geography is the subject which holds the key to our future."
Michael Palin

Our Vision	Our Values
'Love your neighbour as yourself' ***'Be yourself, but be your best self.'*** Geography at our school aims to embody our school vision. The intention is to inspire children to be the best version of themselves through inspiration, curiosity and desire to learn. Learning about Geography wider than the pupil's current locality is important to provide inspiration outside of Norfolk.	***Kindness*** Geography lessons emphasise the importance of kindness towards the environment and other people around the world. Students will learn about sustainable practices, conservation efforts, and ways to help communities in need. ***Honesty*** Geography provides opportunities for honest exploration and understanding of different cultures, environments, and global issues. Teachers can foster honesty by encouraging open-mindedness, critical thinking, and respectful dialogue about sensitive topics such as climate change, migration, and cultural diversity. ***Perseverance*** Geography often involves studying complex concepts and tackling real-world challenges. Teachers can promote perseverance by encouraging students to overcome obstacles, think creatively, and persist in their efforts to understand the world around them. Activities such as map reading, fieldwork, and research projects can help build resilience and determination in young geographers.

Intent	Implementation	Impact
In Ancient Greek, 'geo' means 'the earth' and 'graph' means 'to write', therefore 'geography' means the study of the earth and everything on it! It is our intention to inspire every child's curiosity and interest in the world and its people, places and cultures so they become confident global citizens. In order to successfully do this, all children need to know who they are in the world and the role they play in the future development of the world they live in. The intent of our geography curriculum is to: • build knowledge about our planet and develop the ability to respond to its issues in the future; • challenge perceptions and create openness and respect for others; • establish the confidence required to thrive in today's global community. • understand the complexity of the world, appreciating the diversity of cultures that exist across continents; • instil enthusiasm for learning about geography and global citizenship. The Geography progression documents ensures that children have a varied, progressive, well-mapped curriculum that provides the opportunity for progression across the full breadth of the Geography National Curriculum for KS1 and KS2.	Underpinning our geography curriculum are our key drivers: engagement, creativity and challenge. Teachers have designed and planned a curriculum that is challenging for all, but also engaging and fun. Geography is taught alternately with History. This enables all children to develop a broad range of skills to develop their understanding of a range of humanities topics throughout their time. Geography units have been carefully selected to elicit cross-curricular links with the wider school curriculum as regularly as possible and to support children's geographical development in line with our geography intent. Teachers plan lessons for their class using our progression of knowledge and skills document which ensures a clear progression of learning throughout the children's time at our School. When designing our geography curriculum, we have recognised that progress involves knowing more and remembering more: linked knowledge organisers enable children to learn and retain the important, useful and powerful vocabulary and knowledge contained within each topic and opportunities are regularly planned for children to revisit and recall star words and key information. A variety of teaching approaches are used to support the quality first teaching. The same high expectations are expected for all learners with scaffolding put in place to support those children less confident with their geographical skills and understanding. Teachers recognise the importance of utilising the local area: extensive opportunities for learning outside the classroom are embedded in practice to further develop the children's fieldwork and geographical enquiry skills.	In Geography, progress is measured through a child's ability to know more, remember more and explain more. Children's understanding is assessed at the end of every unit and these outcomes are shared with the subject lead and the Senior Leadership Team: children's yearly outcomes are shared with parents in the end of year report. Progress can be measured in different ways: • Teachers use of questioning, including enquiry-lead questioning, ensures opportunities are built into the lesson for ongoing formative assessment; • Quizzes, games and short tasks are used regularly to measure and assess children's current understanding and as a basis for future lesson planning • Pupil voice meetings are held during the year, from which next steps are identified by the subject lead and actions are implemented; follow up pupil voice meetings are conducted later in the year to assess the impact of this; • Moderation of children's books across classes, year groups and key stages takes place at planned opportunities during the year to ensure a consistent approach is being followed; • Summative assessments may take place at the end of a unit to assess children's understanding of a unit, alongside other formative assessments. Children who feel confident in their geographical knowledge and enquiry skills will be excited about geography, show that they are actively curious to learn more and will see the relevance of what they learn in geography lessons to the real world.

Progress	Content & Sequencing	Enrichment
Skills progression in geography has been designed to ensure that children make progress by building upon and developing their geographical knowledge, skills and vocabulary as they progress through school. The key vocabulary for each phase of learning is clearly defined. Children are encouraged to discuss their prior knowledge at every stage, to enable them to build upon this with confidence. They are encouraged to share their ideas and communicate their developing geographical knowledge, sometimes presenting their knowledge in class or in a wider school context. 	Content has been carefully sequenced, to enable links to be made in learning across year groups. There is clear development in children's knowledge of location and place; physical and human geography and geographical fieldwork. Through their geography learning, children engage in opportunities to explore diversity and develop their knowledge and understanding of the world around us. As a result, they further develop a sense of responsibility as global citizens. Their geography learning directly contributes to this. 	Educational visits, for example: Norwich (cathedral; castle) Learning about the local area around our schools (local walks) Visiting sites such as: Minsmere Bird Reserve or Great Yarmouth. Opportunities for children to communicate their learning (for example Years 5/6 sharing learning about rainforests in a whole school collective worship about caring for our world.) 

Spiritual Development	Cross-curricular links	Monitoring the Impact
Spirituality will be explored through the connection between humans and the environment, fostering a sense of awe and wonder about the world around them. Teachers may incorporate lessons on the importance of caring for the planet, understanding different cultures' spiritual connections to the land, and promoting a sense of responsibility towards nature. Activities such as mindfulness exercises, nature walks, and discussions about the interconnectedness of all living things can help nurture spirituality in young learners. 	Examples include: RE - visits to places of worship in Norwich, as well as our local churches English – 'Power of Reading' texts in KS2 (for example, learning about Iceland) PSHE&C – learning about environmental issues, for example in KS2 'Rainforests' topic. History – learning about Geography of the seaside and changes to seaside visits over time. 	The teaching and learning of Geography is monitored by the Geography lead. Monitoring tasks include pupil book study, termly learning walks, data analysis and pupil voice. Teaching staff also feedback on successes and areas needed further focus. The subject lead will then create an annual report which is shared with governors. 

Global Diversity	Financial Understanding
Geography often introduces students to the concept of global diversity by exploring different cultures, languages, customs, and traditions around the world. Teachers may use maps, photographs, videos, and stories to help students learn about various countries and regions, their landscapes, climates, and people. Activities such as cultural celebrations, food tastings, and pen-pal exchanges with students from other countries can help foster an appreciation for diversity and promote global citizenship. 	While not traditionally a focus of primary school geography, financial understanding can be integrated into the curriculum through lessons on economic geography. Students can learn about the basic concepts of money, trade, and resources, as well as the role of geography in shaping economic activities and development. Teachers may use examples such as local businesses, markets, and natural resources to help students understand economic principles and their impact on communities. 