# Curriculum Rationale

# GEOGRAPHY

## INTENT

- Inspire a curiosity and fascination about the world and its people.
- Develop locational and place knowledge and make connections year on year.
- Equip pupils with the knowledge about diverse places, people, resources and natural and human environments together with a deepening understanding of natural and human processes.
- Develop critical thinking about issues affecting the world and people's lives now and in the future.
- Understand their role in the world and their ability to act for change.
- Grow confidence in recalling geographical knowledge related to our local area.
- Be fluent with high-level geographical vocabulary.
- For geography to be brought to life through real experiences.
- For children to develop good observational and enquiry-based skills and communicate information in a variety of ways.
- For the children to make connections between geography projects and other subject areas.

## IMPLEMENTATION

- At Prescot Primary, we have a relevant, well-planned history curriculum that allows for deeper connections to be made between projects and subject areas. We use the Cornerstones Curriculum, see link below.
- Learning is planned via a thematic approach to allow children to form deep connections and provide them with a range of rich and memorable learning experiences, whilst valuing and promoting the specialisms of the geography curriculum.
- Children revisit two 'Deeper Connection' projects each year: 'Key Countries' and a Local Study, helping to strengthen key geographical concepts and knowledge over time.
- Subject-specific vocabulary, knowledge and skills relevant to new learning will be introduced and repeated regularly.
- Frequent retrieval curriculum activities will review learning and check that pupils are understanding and retaining knowledge. Learning is also reviewed on a termly basis, after a period of forgetting, so that teachers can check whether information has been retained.
- Geography assessment is ongoing and informs teachers with planning lesson activities; it will be tracked against the Geography progression of skills objectives.
- Our geographers will be given a variety of experiences both in and out of the classroom where appropriate to create memorable learning opportunities, foster curiosity and enthusiasm for geography, and to further support and develop their understanding. Lessons include geographical enquiry.
- Pupils are encouraged to use a range of geographical resources to develop the skills of enquiry, analysis, interpretation and problem-solving which will develop knowledge and understanding and prepare them for the next phase in their education.
- From Y2, iPad technology is used to enable children to easily access up-to-date geographical information, become confident in digital mapping, follow their own enquiries, revisit learning and engage in geographical activities in a highly engaging way.
- Trips and visiting experts are used where possible to enhance the learning experience.

## IMPACT

- Children are enthusiastic and interested in their learning.
- Children see their potential as change activists and know they can make a difference. They are aware of climate change and the importance of looking after the planet. Children know the importance of living sustainably.
- Children are interested in their local area and know its key features; they have opinions on proposed developments and changes to the way in which the community lives.
- Children know where they are in the world and facts about key human and physical features.
- Children see how the geography of the world and their local area has changed over time.
- Children retain geographical facts and apply their knowledge to other geographical topics and wider areas of the curriculum.
- Children can talk with confidence and enthusuasm about what they have learned, can share ideas and evaluate their own progress.

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## EYFS

In EYFS, the foundations of geography are developed through children's first-hand experiences of the world around them, building on what they already know about their home, school and local environment. Learning begins with familiar places and routines, helping children to develop an early sense of place, space and environment. Children are encouraged to explore through investigation, observation and talk. High-quality oracy is central, with adults modelling and extending geographical language through purposeful questioning. Children are supported to describe what they see, compare environments, and talk about changes they notice, using vocabulary such as near, far, same, different, hot, cold, land, water and weather.

Geographical understanding is strengthened through hands-on experiences, including outdoor learning, local walks, map-making, role play and small-world play. Children begin to use simple maps, symbols and positional language, developing early spatial awareness. They explore natural and human features of their environment and begin to understand how people care for places and how environments can change.

Learning is rooted in children's own experiences and questions, encouraging curiosity about the wider world. Stories, photographs, visitors and digital media introduce children to contrasting places and cultures, helping them to recognise similarities and differences while developing respect for diversity.

By valuing exploration, talk and real-world experiences, EYFS geography builds strong foundations in enquiry, language and environmental awareness, preparing children to engage confidently with more structured geographical learning in Key Stage 1.

## KS1 & 2 ENGAGING PROJECTS

| | DEEPER CONNECTIONS LOCAL STUDY | DEEPER CONNECTIONS: KEY COUNTRY | CORNERSTONES GEOGRAPHY UNITS | CORNERSTONES PROJECT | PROJECT 4 CONSERVATION |
|---|---|---|---|---|---|
| Y1 | OUR SCHOOL | UK | OUR WONDERFUL WORLD | BRIGHT LIGHTS, BIG CITY | EACH YEAR, WE COME TOGETHER TO TEACH A WHOLE SCHOOL PROJECT THAT IS VOTED FOR BY THE SCHOOL COMMUNITY. THIS PROJECT IIS BASED ON KEY GEOGRAPHICAL CONCEPTS OF SUSTAINABILITY AND CONSERVATION AND INCLUDES AUTHENTIC USE OF GEOGRAPHICAL SKILLS LEARNED THROUGHOUT THE YEAR. |
| Y2 | LOCAL STREETS | USA | LET'S EXPLORE THE WORLD | COASTLINE | |
| Y3 | LOCAL LANDMARKS | ITALY | ONE PLANET. OUR WORLD | ROCKS, RELICS & RUMBLES | |
| Y4 | LOCAL SHOPS | EGYPT | INTERCONNECTED WORLD | MISTY MOUNTAINS, WINDING RIVER | |
| Y5 | INDUSTRY IN PRESCOT | GREECE | INVESTIGATING OUR WORLD | SOW, GROW & FARM | |
| Y6 | PRESCOT AT WAR | NIGERIA | OUR CHANGING WORLD | FROZEN KINGDOM | |

## LINKS

**DfE GEOGRAPHY NATIONAL CURRICULUM**

**PCP GEOGRAPHY CONCEPTS & SKILLS PROGRESSION**

**CORNERSTONES EDUCATION**

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## ASSESSMENT CRITERIA

- We implement an inclusive curriculum so that all children, including those with SEND, can make progress and demonstrate success in a range of ways.
- We conduct baseline assessments, checking the pupils' existing knowledge and skill level.
- We review and re-cap prior learning and link it to new and current study. We identify curriculum links so that learning can be applied and assessed in new contexts. We encourage the children to 'CONNECT".
- Teachers use a range of assessment activities in their class, including the review of knowledge organisers, mini assessments, digital quizzes and content creation, sketch books, independent tasks, work in books, pupil chats in lessons. We incorporate longitudinal study where appropriate, including 'KEY COUNTRIES', one for each year to 'travel' to.
- Children are encouragaed to share their voice, verbally or digitally on how they think they are doing and what they enjoy about learning this subject. This is collated by the subject leader.
- To meet the expected standard, pupils should demonstrate a broad understanding of the key facts in the end points for that year. In addition, they retain key knowledge from prior learning.
- At the greater depth standard, pupils demonstrate knowledge and understanding of every aspect of the key specification to the highest degree. and are able to make connections independently.
- We enter teachers assessments into the Cornerstones portal. Subject leaders analyse the data and report to governors annually.
- Peer audits provide quality assurance, moderation of standards and training across trust schools.

**At Prescot Primary School and Nursery, we aim to:**
**Empower Today, Prepare for Tomorrow.**