

Geography at Rivenhall C of E Primary School

Intent:

At Rivenhall school we want to enable our children to learn a range of skills through our geography curriculum. The teaching of geography requires us to use fieldwork, data analysis, curiosity, and exploration; skills that are needed for learning in all subjects and beyond the curriculum. This links to one of our key drivers '*enabling learning*' as geography provides an engaging focus for our learning

Our geography curriculum, while making cross-curricular links wherever possible, should stimulate children's interest in and understanding of the world we live in and how it has changed and continues to change due to natural and human impact. The children should explore the relationship between the Earth and its people through the study of place, space and environment. We introduce knowledge of our local environment. Another key driver is '*inspiring aspiration*' and we aim to inspire our children through their developing knowledge and understanding of the world; this aspiration can be developed through the understanding of "how" we know about geography, introducing children to the range of studies and careers involved in exploring the environment, place, climate and the space around us.

Our curriculum covers both local, British and worldwide geography enabling children to understand how events contribute to the world we live in and to the society we find ourselves living in.

Implementation:

At Rivenhall school, geography is taught on a rolling program (Year A and Year B) across phases (Y1/2, Y3/4, Y5/6) due to our mixed age classes.

Topics are blocked to enable teachers to work with a focus across a term making links across the curriculum where appropriate. This also enables topics to be studied in more depth.

The curriculum works with the National Curriculum guidelines to ensure all aspects, knowledge and skills of Geography are being taught across all key stages. The national curriculum states, 'teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.'

Where appropriate we use fieldwork, maps, atlases, ICT, visitors, workshops and visits to excite and intrigue our children to find out more about places both locally and further afield.

Differentiation is used by teachers, to ensure that each pupil can access the Geography curriculum.

Our long term plan states previous learning required, the vocabulary taught and the skills developed through the topic for the age group being taught.

Cross-curricular links are made where possible, particularly through DT, art, English and maths.

In EYFS