



# Geography at Crockerne Church of England Primary School



## What drives our curriculum?

*Geography underpins a lifelong ‘conversation’ about the earth as the home of humankind. Geography therefore contributes to a balanced education for all young people in schools, colleges and other settings. (Geographical Association)*

**Rigorous** - the depth of knowledge is challenging. Knowledge and skills build from year to year. The children learn the skills and knowledge of human and physical Geography, which underpin the children’s understanding of different cultures and civilizations in the world and how trade and climate change will affect the world.

**Engaging** – the curriculum will inspire in pupils a curiosity and fascination about the world. Children will ask questions about the world they live in and have opportunities to experience geography first hand. They will study our locality and attend trips to geographically significant places. Learning projects will explore the marvel of our world!

**Authentic** – an essential educational outcome of learning geography is to be able to apply knowledge and conceptual understanding to new settings: that is, to ‘think geographically’ about the changing world. Geography seeks explanations about how the world works and helps us think about alternative futures; it is ‘Living Geography’.

**Learning** – We believe in geographical enquiry enabling children to be active participants and investigators. Geographical knowledge is shared with the children and prioritised in the teaching. Committing to making sure children know (and remember) where places in the world are and how to use a map to find them, supports them in further deepening their understanding of concepts like *trade* and *migration*.



## Sequencing of content

Enquiry and investigation lie at the heart of geographical thinking.

The Geography overview ensures that the pre requisite knowledge and skills are considered and linked to new learning.

Knowledge and skills are built on in each year linking geography concepts.

Our deepening concepts are taught across phases, giving opportunity to deepen understanding throughout.

Local geography is heavily considered.



## Big ideas

- **Locational knowledge**
- **Place and space:** recognising similarities and differences across the world and developing knowledge and understanding of location, interconnectedness and spatial patterns.
- **Environment:**  
**The physical world:** the land, water, air and ecological system; landscapes; and the processes that bring them about and change them.  
**Human environments:** societies, communities and the human processes involved in understanding work, home, consumption and leisure – and how places are made.
- **Interdependence:** crucially, linking the physical world and human environments and understanding the concept of sustainable development.
- **Scale:** the ‘zoom lens’ through which the subject matter is ‘seen’, and the significance of local, regional, national, international and global perspectives.
- **Change:** Learning from past changes to physical and human geography, to helping predict and manage future change.
- **Young people’s lives:** using their own images, experiences, meanings and questions; ‘reaching out’ to children and young people as active agents in their learning.



### Geographical enquiry

- Where is this place?
- What is it like and why?
- How and why is it changing?
- How does this place compare with other places?
- How and why are places connected?
- What could/should the world be like in the future?
- What can we do to influence change?



### Retrieval Practice

Children take part in regular mini quizzes and retrieval practice to strengthen their memory.

Remembering information and knowledge is celebrated as part of our learning culture.