



All Saints Geography Curriculum

A family; uniquely made and loved by God

Intent

At All Saints we believe that geography helps us to explore our identity and how we relate to others. It gives us a sense of place and the opportunity to put the local into a global context. We want our children to be inspired and challenged by our curriculum and to respond to it in creative, physical and emotional ways. Geography shows us how we leave our mark on the world through our consumption, development, conservation or appreciation and we want our children to realise they have a vital role to play in the future of the world they live in.

Key concepts

Place, space, scale, environment, interconnections, environmental impact and sustainability, cultural awareness and diversity, map reading, fieldwork, cause and effect, pattern, change and movement.

Our locality

Our rural location gives us access to a wonderful village, fenland and the East coast (both less than an hour away) several towns such as Diss and Stradbroke as well as the city of Norwich. These, as well as our school grounds, give us the opportunity for carefully planned and varied fieldwork.

Implementation Making geography come alive.

Exploring, enquiring, explaining and empowering are the key elements to sound geographical teaching and learning.

Fieldwork, trips and visitors are an essential part of helping our children to understand the geography of where they live as well as the wider world they are studying. These, linked with knowledge organisers, ensure that the significance of each unit of work is understood.

Due to ever changing year groups, our curriculum extends beyond the National Curriculum to include units of work that we believe deepen children's understanding of geography. Wherever relevant we have linked units to other subjects such as history, art, computing, RE, SMSC, PE and science in order to further develop the children's understanding.

Knowing information such as names of places, what a road is and why a place is known for manufacturing, is combined with substantive geographical knowledge which helps us to understand the how and the why of the world. Children are encouraged to be critical thinkers, reflecting on information they are presented with.

Retrieval of key information is an important part of our lessons; often using the knowledge organizer or classroom displays to embed vocabulary and facts vital to the unit of work.

Impact Assessment

Assessment is continuous and evidenced through the use of our marking policy. Assessment may also be more formal such as a task at the start and end of a topic, mini quizzes or a final piece of writing. Geography skills as well as factual knowledge will be assessed in order to decide whether a child is working towards, at expected or working above the expected standard. Teachers will consider a child's contextual world knowledge, their understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time as well as their competence in geographical enquiry and application of skills.

Assessment information is then used to support children in class as well as consider the progress of the subject as a whole.