

Geography at Colne Engaine C of E Primary School

How does this impact on our children's learning in Geography?

Children become Geographers. They acquire the geographical skills and knowledge to develop a clear understanding of world around them.

Assessment generates clear understanding knowledge and individual needs to inform planning.

As our pupils progress through our school, from EYFS to Yr6, they increase their Geographical skills, their growing knowledge about the world and deepen their understanding of the interaction between physical and human processes.

Children are keen and curious about geography; they talk with confidence and enthusiasm. They are increasingly courageous in their quest to

Based on NC, we organise our curriculum based on Chris Quigley threshold concepts: investigating places, patterns and communicating geographically. Our pupils experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body knowledge.

We use a rich variety of resources and experiences to embed a deeper understanding of geography – video, photography, images,

We support strong staff subject knowledge through CPD and quality resources, to support planning and delivery of Quality First teaching, in inclusive learning environments. Teachers are aspirational and have high expectations for every child.

Our geography curriculum is designed with the Colne Engaine community in mind.

We teach and model challenging geographical vocabulary through carefully planned word aware strategies.

We expose children to a wide variety of maps, globes and atlases using different scales.

We have links with children and schools in our local community, a contrasting UK locality (St Lukes, Canning Town) and Zambia (Luansobe community school) as well as China

Children will produce high quality geographical work, demonstrating their knowledge and understanding. They will participate in a sequence of lessons with a geographical focus,

We explore relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.

We have developed specific milestones for mapwork and mapping skills.

How do we make this happen?

We explore geographical threshold concepts through a range of knowledge categories; location human and physical features, diversity, human and physical processes, techniques and vocabulary. We make effective use of CQ Pop Tasks.

What do we want for our children?

- To understand, be curious and fascinated about the world we live in.
- To identify and make sense of people, places and patterns in geography.
- To know about geographical location of places.
- To understand the relationship between people and places.
- TO understand the impact of people on places and places on people.
- To develop a responsible attitude and commitment to the people and places of the world.
- To enable children to access and enhance their understanding of their home, their town and the wider community and the world in which they live, developing their cultural capital and giving them opportunities and choices about their future and their impact as they progress through their school career and beyond.

Children develop a **rich cultural capital**, because they are exposed to high-quality knowledge and rich experiences. This supports our children to become successful, well-rounded, global citizens, who can actively participate, and 'hold their own' with confidence.

Children relate locational knowledge to the impact not only in their immediate lives, but in a wider setting such as community, British values and cultural relevance

Our children care about the world and their responsibility to learn about and care about people, places and patterns.

Spiral learning – Revisiting geographical skills and contextualising learning narrative, including relevance to our lives now.