

Intent

At Cavendish, we believe that Geography helps to provoke and provide answers to questions about the physical and human aspects of the world. We believe our high quality Geography will inspire in pupils a curiosity and fascination about the world that will remain with them for the rest of their lives. 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. As pupil's knowledge grows, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. Children are encouraged to develop a firm understanding and knowledge of their local area; as well as where it sits in the wider world. At Cavendish, we want our children to develop a love and value for the world we live in!

Aims linked to Values/Rights

As a Rights Respecting school we understand that geography is a tool through which we understand who we are individually and collectively as a community, as a nation and as a human race. It is how we understand what caused the present world to be the way it is. We want pupils to be active in their communities, open to new experiences, and live happy and productive lives and live in a 'rights respecting' way.



Our geography curriculum is linked, when relevant, to the golden values of the school. These are:

- Equality
- Positivity
- Courage

- Respect
- Responsibility
- Kindness

Our geography curriculum identifies the knowledge and skills that pupils are to learn. The knowledge in geography is organised into 2 forms: Substantive Knowledge and Disciplinary Knowledge.

Substantive knowledge sets out the content that is to be learned. By following the national curriculum, we address this through four interrelated forms:

- locational knowledge
- place knowledge
- human and physical processes (or 'environmental')
- geographical skills.

Disciplinary knowledge considers how geographical knowledge originates and is revised. It is through disciplinary knowledge that pupils learn the practices of geographers.

Inclusion

At Cavendish we aim to provide equality of opportunity for all children whatever their age, ability, gender, race, religion or background. We aim to create an environment that values each pupil and enables them to achieve their full potential. We provide a broad and balanced curriculum appropriately differentiated to respond to pupils' diverse learning needs. The opportunities and experiences we provide enable our pupils to participate fully and give their best across all aspects of school life. We place great value on the quality of relationships within our school community and celebrate the achievements of all pupils.

At Cavendish we use a range of adaptive teaching strategies to ensure all children regardless of barriers are able to access geography. These include;

- Using visuals & concrete resources to support explanation
- Teaching subject specific vocabulary & ensuring this is repeated & embedded
- Using collaborative groups so peers can support each other
- Using scaffolds or alternate means of recording, when appropriate, to support writing.
- For some children, further adaptation may be necessary & teachers will look in depth at fewer objectives with adult support over a longer period of time.

Implementation of Curriculum

We aim to provide a well-balanced curriculum which covers the statutory requirements for the Early Years Foundation Stage (EYFS) and the National Curriculum.

https://www.cavendish.manchester.sch.uk/serve_file/23934732

EYFS

Beginning in Early Years, children discuss their familiar world, such as where they live or the natural world. Children are guided to make sense of their physical world and community through a range of personal experiences.

Key Stage One and Two

Within both Key Stage 1 and 2, our units cover the National Curriculum statutory requires for geography.

From Key Stage 1, the Geography curriculum at Cavendish is designed outwardly, giving children a firm grasp of key geographical features of their local area. Following this, children in Key Stage 2 will compare their local area to other areas of the United Kingdom, other European countries and finally countries in other continents.

Across Key Stage 1 and 2, children interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

Children are taught to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Geography Skills Progression Key Stage 1

https://www.cavendish.manchester.sch.uk/serve_file/10786145

Geography Skills Progression Key Stage 2

https://www.cavendish.manchester.sch.uk/serve_file/10785186

Curriculum map

https://www.cavendish.manchester.sch.uk/serve_file/21525058

Enrichment (Trips, Visitors, Clubs)

At Cavendish it is our intention that all children will learn through a geography curriculum which is engaging, exciting, challenging, purposeful and relevant. We believe that trips, visitors and experiences really enhance the curriculum, providing opportunities to build appreciation & curiosity in a range of different places. Trips and visits range from local geography walks in EYFS and year 1 to trips out of school to study the Lake District, Manchester Airport and Llandudno. These trips and visitors are regularly reviewed to ensure that they are providing the best enhancement possible of the geography curriculum.

Impact

A wide range of strategies are used to measure the impact of our geography curriculum. Retrieval sessions form part of the lessons to assess the knowledge absorbed into the long-term memory of pupils. As a result of these assessment tools, pupil's misconceptions or gaps in subject knowledge and skills are addressed and additional teaching and support is provided. Our Subject Leader will also monitor the effectiveness of the geography curriculum through carrying out regular subject evaluations. The effectiveness of geography is also monitored through regular pupil voice. In EYFS, staff professional judgements are valued. Assessments are formative so that they quickly make a difference to children's learning. They inform the provision of activities and experiences which develop children's skills and knowledge as well as giving opportunity for further practise.

By the end of their time at Cavendish Primary School, children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it. Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent geographers in secondary education.