

## **Intent**

At Exhall Junior School, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. We pride ourselves on our creative learning environment and classroom displays.

Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at our school enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops and understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Exhall Junior School and also to their further education and beyond.

## **Implementation**

Geography at Exhall Junior School is taught in blocks throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Cross curricular outcomes in geography are specifically planned for, with strong links between geography and literacy lessons identified, planned for and utilised. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

All children will study two Geography blocks a year as shown in the mapping below:

<b>LKS2</b>	<b>Block 3</b>	<b>Block 4</b>
<b>Cycle A</b>	<b>Bedworth Over Time</b>  How did the industrial revolution impact Bedworth?	<b>The Amazon – Deforestation</b>  How has deforestation affected the Amazon?
<b>Cycle B</b>	<b>The United Kingdom</b>  Is every county around the UK the same as Bedworth in Warwickshire?	<b>Earthquakes</b>  Can the impact of an earthquake be seen on every continent?
	<b>Places</b>	<b>Changing Earth</b>

<b>UKS2</b>	<b>Block 3</b>	<b>Block 4</b>
<b>Cycle A</b>	<b>USA</b>  Beyond the Magic Kingdom: What is the Sunshine State really like?	<b>The Ganges</b>  Why does the Ganges represent more than just a river?
<b>Cycle B</b>	<b>UK, Europe &amp; N/S America</b>  Is every country around the world the same as England?	<b>Mount Nyiragongo</b>  What impact does the Nyiragongo have on the people of Goma?
	<b>Places</b>	<b>Changing Earth</b>

### Impact

Outcomes in topic and books, evidence a broad and balanced geography curriculum and demonstrate children’s acquisition of identified key knowledge. Children review their successes in achieving the lesson objectives at the end of every session and are actively encouraged to identify their own target areas. Children also record what they have learned comparative to their starting points at the end of every topic. As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context. Finally, regular school trips provide further relevant and contextual learning.