



GEOGRAPHY CURRICULUM AT SUCKLEY SCHOOL

Intent	Implementation	Impact
At Suckley school we want our children to develop an appreciation and understanding of the world, initially building a secure physiological and social knowledge of the local community and subsequently developing and applying this to a wider range of regions, countries and continents of the world. Through a range of resources including our own environment, pupils will be taught to make links between these areas of learning, with the aim of developing engaged, motivated and curious learners that take an interest in the world around them. Our geography curriculum has been designed to cover all the skills, knowledge and understanding as set out in the National Curriculum. To ensure that pupils develop a secure knowledge that they can build on, our Geography curriculum is organised into a progression model that outlines the skills and knowledge. Locational Knowledge; Place knowledge; Human and Physical Geography; Geographical Skills and Fieldwork are all mapped out to ensure that pupils build on secure prior knowledge. The teachers track coverage as the children are taught in mixed aged classes over their time at Suckley.	Through high quality teaching, we develop the following essential characteristics of geographers: An excellent knowledge of where places are and what they are like, both in United Kingdom and the wider world. -Comprehensive understanding of the ways in which places are interdependent and interconnected. -An extensive base of geographical knowledge and vocabulary. -Fluency in complex, geographical enquiry and the ability to apply questioning skills. All learning will start with revisiting prior knowledge and making meaningful connections. Pupils are encouraged to try and remember these things independently, but to check back in their books if they are stuck. Geography assessment is ongoing throughout the relevant cross-curricular themes to inform teachers with their planning for lesson activities and differentiation. This is information is recorded and given to the subject leader. It is also available for the next class teacher to feed into planning. Teachers also keep a record of knowledge	We use a variety of strategies to evaluate the knowledge, skills and understanding that our children gain as they progress from reception to Year 6. At the end of each Key stage, pupils are expected to know, apply, and understand the matters, skills and processes specified in Geography. At Suckley School, we use summative assessment to determine children's understanding and inform teachers planning. This is reviewed on a termly basis by the subject leader, who also carries regular learning walks, books scrutiny and lesson observations.



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Suckley Values: Independence, respect, honesty, kindness, determination and perseverance. • Opportunities given to work independently. • Show respect for the world around us. • Kindness to our planet and perseverance when tackling global issues such as pollution and recycling.	Cultural Capital: It is our belief that knowledge is transferable, our pupils are given every opportunity to participate in a wide range of learning experiences beyond their classroom. It is important to provide pupils with the opportunity to understand the world around them and apply their experiences to what they have learnt in the classroom. There is simply no better way to learn about Geography and environmental issues then to get out into the real world and see it first-hand. Therefore, teachers are encouraged book geography trips into our local community and beyond to ensure that pupils get a wealth of experience of Suckley community and the wider world.	

