



Cedars Park Primary School

Geography Long Term Plan



Intent

At Cedars Park, we believe that a high-quality geography education should inspire in all pupils a curiosity and fascination about the world that will remain with them for the rest of their lives. We believe that there can be few things more fundamental than learning about the 'earth as our home'. Geography, when taught well, should fascinate and inspire children and nourish curiosity. Geography also deepens understanding of many contemporary challenges – climate change, food security, energy choices. As a subject, it impacts upon every aspect of our children's lives and plays a crucial role in developing caring and understanding citizens of tomorrow. We ensure that our curriculum is accessible for all to enable all learners to make progress from their own starting points, including those with Special Educational Needs (SEN). This is achieved by our planning being adapted to meet the needs and abilities of all. Where there are barriers, we pride ourselves on embracing different approaches and seizing new opportunities to ensure high-quality learning.

At Cedars Park, we want children to realise that geography is 'about them', growing up in their world. We want to build on children's interests and experiences but also find ways to challenge and excite them with content that might be beyond their immediate horizon. The National Curriculum sets out the core knowledge and understanding that all pupils should be expected to acquire in the course of their schooling. At Cedars Park, we believe that a core curriculum is not all that pupils should be taught. Although we follow the national curriculum, we also go beyond what is set out. We use it as a springboard to broaden children's knowledge of the world, to understand environmental issues, and to engage them in innovative and enjoyable learning that has relevance to their lives while challenging them to think about 'real world' issues. We have chosen units that reflect the needs of our children: units which take them beyond the local area to explore the UK and the wider world, to develop a passion for learning so that they leave us excited about geography as a subject.

Implementation

Although we make meaningful links to other curriculum areas, we believe that children should see geography as a subject in its own right. When planning our curriculum, we have thought about its distinctive character as a discipline and ensured that we have woven the concepts that are fundamental to geographical thinking into our curriculum. Skills needed to be a geographer are taught progressively. Concepts are built upon, learning is revisited and children's locational knowledge is built on, year on year. It is also tailored to meet individual pupils' needs, including those with SEN. If appropriate, reasonable adjustments to the curriculum will be implemented in order for our pupils to achieve and make progress from their own individual starting points.



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Geography is taught as a separate subject to History with children completing three units over a year. Teachers are clear about what they need children to learn and how this builds on prior learning. We draw on the expertise of David Weatherly to ensure our units are well-planned and use this organisation to develop our teachers' subject knowledge.

Fieldwork is a statutory part of the national curriculum and is undertaken on a regular basis. Our geography curriculum ensures children engage regularly with the outside world and develop skills in meaningful and current contexts. First-hand experiences are really important for our children at Cedars Park. Fieldwork ensures our children are engaging with the world around them, managing risks, navigating real landscapes and gathering data for real purposes.

Through our geography curriculum, we have thought about key concepts that run through units. These include: location, sustainability and community. These threads are revisited over time and add to the cohesiveness of our curriculum.

Impact

The impact of our geography curriculum can be seen in work in children's books. Detailed medium-term planning identifies what children will be learning, how this builds on previous learning and how this links to other areas of the curriculum. Key assessment targets are identified and children self-assess against these. The teacher uses mini-assessments, including written tasks, to ensure learning is being retained. At the end of the unit, children complete a longer review of learning. Depending on the age of the class, this might be a knowledge test, an extended piece of writing or a mind map which captures what they have learnt and remembered.

Learning is revisited regularly. When teachers start new units, they recap on prior learning and use our threads to deepen children's understanding and knowledge of geography.



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years	Our School environment Our homes	Stowmarket		At the Seaside On the Farm Maps	In the garden	Jungle life
Year 1	What is the geography of where I live like?	History	History		Why do we love being beside the sea so much?	How does the weather affect our lives?
Year 2	History	History	History	How can we persuade people to join us in tackling the causes of global warming?	How does the Geography of Africa compare to where I live?	Why does it matter where my food comes from?
Year 3	History	History	History	Why do some earthquakes cause more damage?	Why do so many people in the world live in Megacities?	What is the sunshine state really like?
Year 4	History	Why are jungles so wet and deserts so dry?	History	History	How and why is my local area changing?	How can we live more sustainably?
Year 5	How is climate change affecting the world?	History	Why is fair trade fair?	History	History	Who are Britain's national parks for?
Year 6	History	History	Why are mountains so important?	What is a river?	History	How do volcanoes affect the lives of people?