



## Intent

At Rose Hill we believe that the teaching of geography helps provoke and provided answers to questions about the world around us. Through thematic enquiry pupils develop understanding and knowledge of the wider world and their place within it.

The geography curriculum at Rose Hill fosters skills and knowledge that are transferable to other curriculum areas to promote their spiritual, moral, social and cultural development. Geography is an investigative subject which inspires curiosity and fascination about the world to promote the pupil'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.

## Implementation

The geography curriculum at Rose Hill Primary School is based upon the Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught in each Key Stage.

At Rose Hill each phases studies a different geography unit every term over a 2-year cycle.

Currently pupils study:

- **EYFS** (repeats every year) – The school environment, The local environment, The wider world.
- **KS1- Cycle A:** The UK, Weather and climate, Antarctica.  
**Cycle B:** Europe, Foodtastic, Castles of the UK.
- **LKS2 -Cycle A:** North America, India, The UK  
**Cycle B:** France, The Environment, Ipswich and the surrounding areas.
- **UKS2- Cycle A:** East Anglia, Scandinavia, Rivers.  
**Cycle B:** Extreme Earth, Brazil, Oceans.

Across the two cycles all National Curriculum objectives and skills are taught for the Key Stage. Enquiry is lead through learning questions that seek to build the National Curriculum skills required to successfully answer the said questions. This is informed by a geography progression of skills document and knowledge organisers for each unit taught across each key stage.

The Geography subject leader is responsible for the curriculum coverage, depth, balance and impact in this subject. To ensure high standards of teaching and learning in science, we implement a curriculum that is progressive throughout the whole school. We ensure that teachers have the same expectations during geography lessons that they would have when teaching English or mathematics. It is vital that any mathematical or English barriers should not impede a child's scientific learning, thus meaning dialogue learning is a central part to our geography teaching and is accessible to all.

Children will be taught and will record geographical vocabulary both contextually specific Tier 3 vocabulary and wider conceptual geographical language, Tier 2.

Geography assessment at Rose Hill Primary School is formed through a double-page spread. This gives pupils the opportunity to express their knowledge of the curriculum creatively. It could be a written paragraph, a drawing, a diagram or whichever way they feel demonstrates their knowledge and understanding.

## Impact

Outcomes in Topic books will evidence a broad and balanced geography curriculum that demonstrates the pupils' acquisition of skills and knowledge. Pupils will record a deep understanding of geography skills and knowledge through thorough answers to quick quiz questions and acquisition and use of geographical vocabulary from both Tier 2 & 3. 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.