

CLIFTONVILLE PRIMARY SCHOOL



OUR MISSION

As an outstanding school, we will inspire children to achieve more than they ever believed possible

OUR VISION

That every member of our school community is challenged and supported to be the very best they can be
That through our high-quality learning experiences & curriculum we will improve the life-chances of our children
That we educate the whole child so they can thrive in a changing world

GEOGRAPHY VISION AND CURRICULUM STATEMENT

At Cliftonville Primary School the principal aim of our geography curriculum is to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We endeavour to broaden pupils' horizons and build their cultural capital through a curriculum which explores diverse places, resources and environments across the world, as well as, rooting much of their learning, particularly the development of skills, in the local environment.

The curriculum builds pupils' geographical knowledge of the location of places and geographical understanding of human and physical processes and the interaction between them. Geographical enquiry involves pupils learning the skills to interpret a range of geographical sources, including maps; carry out fieldwork in order to answer a key question about the local area; and communicate their findings. The curriculum is carefully sequenced to build and revisit the knowledge and skills throughout EYFS and Key Stage 1 and 2 which will form the foundations of their secondary geography education.

Teaching geographical terminology is an important element of our geography curriculum. As they progress through the curriculum, pupils will develop an extended geographical vocabulary which they will be challenged to use both orally, to articulate their knowledge and understanding of aspects of the geography curriculum, and in written work where expectations match those of the English curriculum.

Opportunities to make cross-curricular links between geography and other subjects are exploited where appropriate. A number of topics cover both history and geography objectives, as pupils study how physical processes have impacted on people's lives in the past, as they do today. Opportunities to reinforce geographical knowledge and skills when learning about the history of the wider world are maximised. Learning about climate zones, biomes and vegetation belts, as well as, consolidating locational knowledge frequently occurs in science topics as pupils learn about different habitats around the world. In addition, fieldwork provides an ideal opportunity for pupils to apply their mathematical skills when analysing or collecting and presenting data. These cross-curricular links enable pupils to make connections, which deepen their subject knowledge, as well as their understanding of how subjects relate to each other in the wider world.