

Cleeve Prior CE Primary Geography Curriculum offer

Nurturing

Flourishing

Growing



“The whole world of life is coming to terms with yourself and the natural world. Why are you here? How do you fit in? What’s it all about?”

Our vision is to provide a safe, caring and nurturing environment, where everyone is given opportunities to learn, discover and grow in our changing world. We will live out our Christian values of Respect, Hope, Love, Forgiveness, Trust and Honesty and strive to guide our community into leading fruitful lives, learning from Jesus' teachings, to love themselves and one another in order to flourish.

‘Teach children how they should live, and they will remember it all their life.’ Proverbs 22:6

Cleeve Prior CE Primary School – Learning and growing together in God's family.



We believe our vision, along with its associated values, set the tone for our entire ethos as a school community. We want to give our children the best start, be led by the example of Jesus' life and for all our children to know that they can achieve anything if they put their mind to it. Our role as a school is to help them to become citizens of the future, to lead and inspire others.

Our school promotes an exciting, Christian community in order that all of our pupils will:

- ♦ become independent life-long learners with an enjoyment of learning.
- ♦ achieve their full potential in all areas.
- ♦ behave well and grow in self-esteem.
- ♦ make progress emotionally, morally, physically, socially and spiritually.
- ♦ have respect for others' views, be tolerant of differences and value one another equally so they are able to live and work harmoniously in our multi-cultural society.



Geography Intent



Our aim is to give children a high-quality geography education to inspire a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

We want children to develop their awareness of where they live and how is it similar and different to the world beyond them. It is important to us that the children at Cleeve Prior gain an extensive base of geography knowledge and vocabulary so that they, as well-informed citizens, can express well-balanced opinions about current issues in society and the environment.

What is more, the geographical skills they develop give them distinctive tools with which to successfully navigate and engage with their world. The valuing of personal experience of space and place lies at the heart of our geography curriculum.

Overall, it is our aim to foster in our learners a genuine interest in Geography, change (locally and globally) and possible futures, which they will take through their education and beyond!



Geography Implementation

Our geography curriculum is ambitious, and this starts right from Reception. Using the content from the National Curriculum and the Early Years Framework we have carefully sequenced our geography curriculum so children learn in a logical step by step manner.

Our learning in geography is focussed on physical geography and mapwork, human activity and settlements and fieldwork.

Our curriculum is sequenced so children's schemata grows through the connection of new knowledge with previous knowledge and continually building on their vocabulary and skills.

We have a three year rolling cycle that ensures we cover the content of the National Curriculum and build on skills.

<p>Geography</p>  <p>2024-25</p> <p>CPPS</p>	<p>Willow - Hot and Cold identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (Human and physical geography) Oak - River Nile – Settlements types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (Human)</p>	<p>Willow - Evesham NJ USA understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Place knowledge) Oak - Mapwork identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (Locational)</p>	<p>Willow - Seaside locations use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather (Human and physical geography) Oak - UK Geography name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time (Locational)</p>
<p>Geography</p>  <p>2025-26</p> <p>CPPS</p>	<p>Willow - Cleeve Prior and school grounds use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. (Geography skills and fieldwork) Oak Europe – Comparing Evesham / Lens in France understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, (Place Knowledge)</p>	<p>Willow – The United Kingdom name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (Locational) Oak - Volcanoes physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (Physical)</p>	<p>Willow - Food Miles – Farm to Fork use basic geographical vocabulary to refer to: ☑ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (Human and physical geography) Oak - South America (Brazil) understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America (Place knowledge)</p>
<p>Geography</p>  <p>2026-27</p> <p>CPPS</p>	<p>Willow - The Local area Pupils should develop knowledge their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness Oak - Save the world Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (Human Geography)</p>	<p>Willow Food miles - from farm to fork Use basic geographical vocabulary to refer to: key physical features, including: soil, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Oak Maps use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (Geography skills)</p>	<p>Willow - Making maps Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Oak - Rivers use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (Field work)</p>

Geography Impact

Our children will use geographical vocabulary accurately and understand the different strands of geography, with a deep understanding of the Earth's key physical and human processes.

Children will begin to make relevant links from geography to other curriculum subjects, such as history and science.

They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world.

All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet.

Children will become competent in collecting, analysing and communicating a range of data gathered.

They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways.

All children in the school will be able to speak confidently about their geography learning, skills and knowledge.

Geography Impact

We use a variety of assessment methods to check what our children have learned. These include (but are not restricted to):

- Knowledge catchers
- Super summaries
- Quizzes and mini tests
- Pupil voice activities
- Activities in learning logs