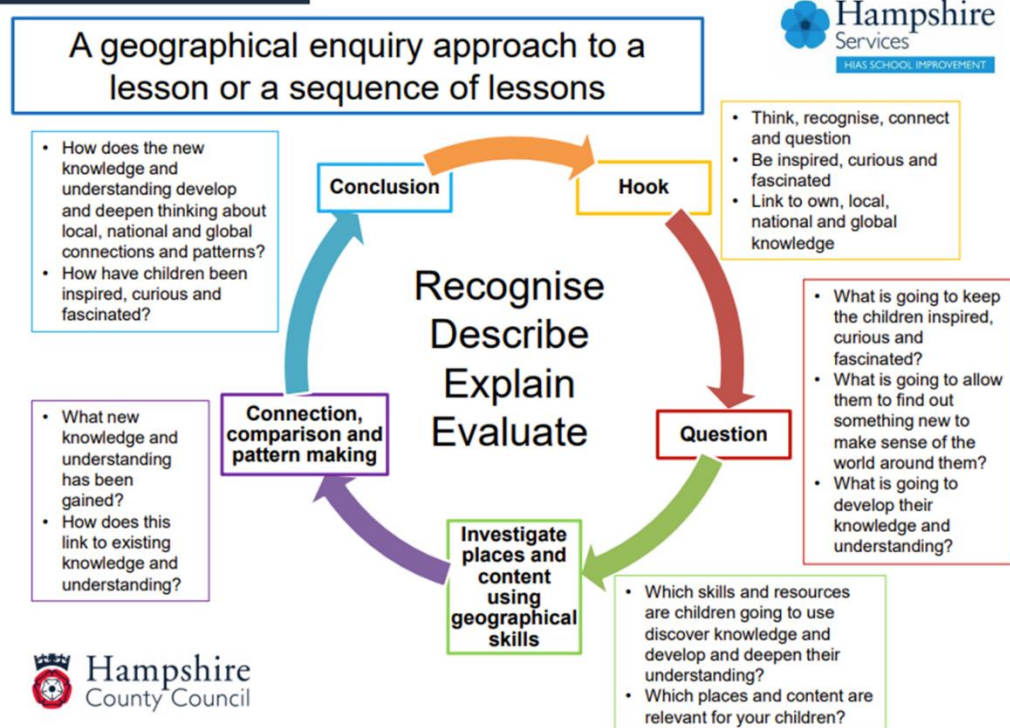


Guidelines for Geography

At Cupernham Junior School, we offer a high-quality geography education which inspires in pupils a sense of curiosity and a fascination about the world and its people, which will remain with them for the rest of their lives. In their learning, children make links to their own, local, national and global knowledge, and understand how they are geographically connected to the rest of the world.

Each topic follows an enquiry approach and starts with an engaging hook into the learning and/or a variety of questions. In this way, children begin to understand how the subject is important and how it relates to them and the world around them. This together with links made to locality as well as places further afield, provides a clearer understanding of context and a desire to find out more.

HIAS Moodle+ resource



All aspects of the National Curriculum are covered throughout the key stage. During this period, we aim to promote and deepen our children's interest and understanding of a variety of topics including diverse places, people, resources and natural and human environments, together with knowledge about the Earth's key physical and human processes. Through questioning and discussion, children are encouraged to make links with what they already know, and what they would like to find out about the World around them. We start with what is already familiar to them and extend and broaden their knowledge and understanding, revisiting and enhancing the learning as they move up the key stage.

As children's knowledge about the world and their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and

environments is continually developing, so is their ability to use the geographical skills of map reading and field work. These geographical skills are incorporated where possible in all our topic planning. Children progress from recognising marks and following a simple map to reading more complex maps, and identifying locations using grid references, compass directions, OS symbols, and geographical lines. Geographical vocabulary is referred to and used across the key stage to further embed the children's understanding.

We incorporate field work where possible to deepen children's understanding, and this includes trips to physical features such as rivers as well as local investigations. In addition to maps, and especially when an outdoor trip is not feasible, we use a variety of resources such as photographs, globes, atlases, Google maps and Digi maps to develop learning.

As well as providing children with geographical knowledge, our curriculum inspires children to become the global citizens of the future. Here, through our studies of human geography, we make links to PSHE, world current affairs, the environment, and ethics affecting different countries and regions. Children immerse themselves in real life issues exploring and discussing environmental concerns, trade between countries, the importance of fair trade, and the balance of distribution and consumption of natural resources.