

Geography Intent

The geography curriculum at Lower Meadow aims to foster a curiosity for the world we live in and inspire an enjoyment of learning for our children. It is accessible for all learners and offers opportunities to stretch high achieving children. The curriculum equips our children with 'powerful knowledge' as it develops their understanding of the wider world and thereby the opportunities that are available to them.

We believe the PKC curriculum is right for our children because of its core values around developing children's knowledge and vocabulary as well as being ambitious in its content. We want all our children to have the opportunities to experience the wider world and develop their language and knowledge to support their ambitions for the future. The structure of the lessons also includes a clear focus on oracy through talk tasks, which mirrors the core subjects of maths and literacy.

The curriculum has been carefully sequenced and introduces children to the key geographical concepts of place, space and the environment through the study of diverse examples at the local, regional, national and global level. Where appropriate, the PKC curriculum is adapted to use examples of places and geographical features from the local area so that children are more able to access knowledge through relating it to real-life experiences. Further adaptations also looked to link the content within the geography curriculum to other areas of the wider curriculum in order for the children to develop connections with their knowledge and to apply skills and knowledge in other areas.

The curriculum builds on the Early Years Foundation Stage area of learning '*Understanding of the World*', which starts to develop children's knowledge of the world around them through stories and first hand experiences of people and places within the local community.

The development of key geographical skills such as map work and data analysis is integral to our geography curriculum. These skills are taught explicitly at the start of each year, and applied in context thereafter, so enabling a 'hands-on', immersive curriculum that is complemented by field work.