Catshill Federation Geography Rationale

Geography at Catshill Federation	Why is this subject important?	How is geography organised?
Our aims are to develop students' curiosity about the world around them through exposing them to a wide range of Local, British, European and World geography so students can emotionally engage with people and places to develop a personal connection with geography and challenge them to make good progress. The curriculum has been designed to address the daily challenges of the students who live in Catshill and Bromsgrove, to widen their world perceptions and progress their learning in the academic discipline of geography. Students often remember geography when the content is delivered through memorable experiences and stories. This will help our students to develop a strong appreciation of the significance of geography to their own lives and the world around them on a personal, national, and also international level.	<u>Understanding the World</u> - Develops awareness of diverse cultures, environments, and peoples. - Provides a foundation for understanding global interconnections and interdependence. <u>Local Knowledge</u> - Encourages pupils to appreciate and explore their own local area. - Helps them understand the relationship between people and their immediate surroundings. <u>Environmental Awareness</u> - Builds a sense of responsibility for the natural world and sustainability. - Teaches about the impact of human activities on the environment. - Encourages inquiry, analysis, and problem-solving through exploring geographical questions. - Develops the ability to interpret maps, charts, and other geographical data. <u>Global Citizenship</u> - Prepares pupils to engage with global challenges like climate change, migration, and resource distribution. - Cultivates empathy and understanding of global inequalities and diverse perspectives. <u>Skills for Life</u> - Improves spatial awareness and navigation skills. - Teaches practical skills such as map reading and using a compass. <u>Fostering Curiosity</u> - Sparks interest in the natural world and human systems. - Encourages lifelong learning about the Earth and its processes. <u>Preparation for Future Challenges</u> - Helps pupils understand issues like urbanization, population growth, and natural disasters. - Equips them with knowledge to make informed decisions about the planet's future. <u>Cultural Appreciation</u> - Promotes understanding and respect for cultural diversity. - Helps pupils recognize the interconnectedness of the global community.	At Catshill First School, geography is taught through topic lessons alternating half-termly with history. Content from the National Curriculum has been divided between the year bands to ensure a progressive curriculum. All strands of learning are taught using Kapow as a scheme of work. We intend for children to learn about the places closest to them first before expanding this to find out about places which are farther away. At Catshill Middle School geography is taught weekly with three topics per year. When the opportunity arises specialised 'geography in the news' lessons are taught to highlight real world events Content from the National Curriculum has been carefully chosen to ensure a progression of learning with a broad area of focus. All schemes of work are bespoke and written to meet the needs of the pupils where possible include local, national and international comparisons.

How are other subjects linked?	How is the curriculum adapted?	How is progress measured?
• History - for example ★ CFSN in Year 1 children learn about explorers in history introducing continents ★ CMS in Year 7 children learn about the history of the Middle East • Science - for example ★ CFSN - In years 1, 2 and 4 children learn about habitats. ★ CMS - The water cycle and climate change are linked through science and geography • Maths - for example ★ CFSN - Throughout all year groups children use mapping skills linking to coordinates and scales. ★ CMS - Creation of climate and hydrographs and interpretation of data • RE - for example ★ CFSN - Children learn about different communities and faiths from around the world. ★ CMS - Look at world religions and the challenges faced between different view points. Israel / Gaza and Muslims and Hindus in India and Pakistan • PSHE / VIEW - for example ★ CFSN ★ CMS Differences between people / cultures are recognised and celebrated • Technology - for example ★ CFSN - Tools such as Google Earth are used extensively to engage children. ★ CMS Use of Google Classroom, online mapping and GIS	• Differentiated Instruction: Lessons to accommodate different learning styles, abilities, and interests. • Visual Aids: Use maps, diagrams, videos, and infographics for visual learners. • Interactive Activities: Include hands-on tasks like map-making, model-building, and fieldwork. • Technology Integration: Use apps, GIS tools, and virtual reality to enhance engagement. • Simplified Language: Provide clear instructions and glossaries for complex terms. • Group Work: Encourage collaboration through mixed-ability group tasks. • Scaffold Learning: Break down complex concepts into manageable steps. • Real-World Connections: Relate lessons to current events and students' local environment. • Choice in Assignments: Allow pupils to choose topics or formats for projects. • Accessible Resources: Provide materials in various formats (e.g., audio, large print) for pupils with specific needs. • Frequent Assessment: Use formative assessments to identify and address gaps early. • Cultural Relevance: Incorporate diverse perspectives and examples. • Flexible Pacing: Adjust lesson speed based on individual or group needs. • Support Tools: Use learning aids like templates, sentence starters, or assistive technology.	At CFSN we assess geography using our assessment system Educater. At the end of each half term (when geography is taught) the teacher is able to assess whether each child is working towards, working at or working beyond the unit they have taught. At CMS each module is assessed using a bespoke online assessment with a mix of closed and open questioning. Data is reviewed to check against peers and age related expectations. This data is then put on Educater to track progress.