

## **Whole School Curriculum Vision**

Our rigorous, ambitious and relevant curriculum is designed to serve each child within our richly-diverse community, ensure the 'highest standards of learning for all' and prepare all children for a joyful life in the modern world.

Our commitment to the Christian faith and our six core values underpin our curriculum:

Friendship

Hope

Thankfulness

Forgiveness

Compassion

Endurance

## **Aspiration, Diversity and Inclusivity**

Our values act as drivers for a curriculum which responds to, and embraces, an evolving community. Cranleigh welcomes more than 20 ethnicities, including a significant population of children from the Gypsy/Roma and Travellers of Irish Heritage communities, a greater than average number of children accessing the pupil premium grant, and a higher than average number of children with SEND.

The support we offer our community aims to overcome some low literacy skills, increase understanding in the power of education and ensure all minorities are celebrated. We adapt our provision accordingly, ensure we provide our children with the demanding work they both deserve and seek, and ensure all children are provided with enrichment opportunities to enable them to learn about the world around them.

## **Communication**

We pride ourselves on our commitment to nurture and communicate effectively, and hold exceptionally high expectations of ourselves, each other and our community. Our children are empowered to use their literacy, oracy, and digital communication skills, with scaffolding and support, to purposefully share and articulate their learning with others.

## **Evaluation**

Our reflection procedures which include subject leadership time, responsive professional learning, both summative and formal assessments, and half-termly pupil progress meetings enable us to refine our curriculum offer.

## **Purpose of Study**

### National Curriculum

A high-quality Geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

### Development Matters

#### *Understanding the World*

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around

them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

### The Importance of Geography

*“It seems to me that the natural world is the greatest source of excitement; the greatest source of visual beauty; the greatest source of intellectual interest. It is the greatest source of so much in life that makes life worth living.”*

*(Sir David Attenborough)*

*“Geography is the subject which holds the key to our future.” (Sir Michael Palin)*

Geography helps us to better understand people, places and environments, and the interactions between them. It also helps us understand how and why places are changing, and to better imagine, predict and work towards, likely and preferred futures. Underpinning all of this is a strong spatial component that deepens our understanding of what places are like, why and how they are connected, and the importance of location. In essence, Geography enables children to make sense of their world around them.

### The Concepts

At Cranleigh C of E Primary, we use the Cornerstones framework to teach the Geography curriculum. This enables pupils to see our continually changing and dynamic world, and make connections between scales, from the local to the global. The curriculum explores concepts of Humankind, Processes, Place and Space, Comparison, Significance and Change. Together, these concepts give structure to our Geography planning and cover what 'Geography' is about. These concepts are interconnected and revisited time and again.

### Aspiration, Diversity and Inclusivity

Aspiration in our curriculum at Cranleigh C of E Primary is seen in our high expectations of pupils, and the depth we expose our children to in lessons. We know that in order for our children to be effective Geographers ready to access the curriculum, our approach to Geographical knowledge, skills and vocabulary development needs to be aspirational, allowing all children to succeed.

We have thought carefully about diversity and inclusion with regards to the units chosen to study. Through careful concept development and scaffolding, we aim to ensure that our students see themselves, their communities, as well as learn about those of others’ whilst also being exposed to a wide range of stories, perspectives and experiences from places different to their own.

### Communication

Children actively engage in discussion during sessions, sharing ideas and opinions with their peers; asking perceptive questions; thinking critically; and sharing comments about evidence viewed. Through our strong sense of community, we also provide opportunities for children to display and share their geographical knowledge, skills and achievements to a wider audience through planned special events e.g. learning showcases. A key aim of our curriculum is for children to leave our school as confident, analytical and considerate geographers who are able to effectively communicate about the world around them.

### Evaluation

We aim for all children within our richly-diverse community to leave Cranleigh C of E Primary with a positive attitude and enjoyment of Geography, and being able to think geographically. The children will have developed an understanding of their world on various scales - local and global, and will have developed enquiry skills. They will express opinions as to how environments should be protected and will be more solution-focused. We believe these will contribute significantly to our wider school aim of preparing children for a joyful life in the modern world.