Vision for children 	**Content and Sequencing** 	**Links to other subjects** 
The study of geography stimulates an interest in and a sense of wonder about places. It helps young people make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. It builds on pupils' own experiences to investigate places at all scales, from the personal to the global. Geographical enquiry encourages questioning, investigation and critical thinking about issues affecting the world and people's lives, now and in the future. Fieldwork is an essential element of this. Pupils learn to think spatially and use maps, visual images and new technologies to obtain, present and analyse information. Geography inspires pupils to become global citizens by exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet.	Progress in geography does not conform to a hierarchy or a linear process, it happens more in the form of a spiral. Based on the ideas of Bruner a 'spiral curriculum' repeatedly presents key concepts with deepening layers of complexity, in different situations. Cognitive science tells us that information is reinforced each time it is revisited and curriculum sequences should be planned to allow the transfer of key knowledge to long-term memory. Students need to revisit concepts at increasing levels of challenge to ensure they continue to embed learning and develop schema. A good knowledge-rich geography curriculum embraces these ideas and uses a spiral approach to store key concepts and ideas in students' long-term memories so that they can build on them later. New ideas must be clearly related to previous learning. A spiral curriculum involves iterative revisiting of topics in different contexts and/or at different scales so it builds students' understanding of places, concepts and processes at greater breadth and depth. Revisiting should not be merely 'repeating'. Learning will only progress when topics reinforce and refine learning and the complexity increases with each revisit.	Learning about particular places prior to learning the history of those places. In addition, our English curriculum includes strong links to both History and Geography, and children have opportunities to write about geographical processes and locations (e.g. the water cycle, volcanoes, rainforests). The use of ICT is also part of learning in Geography to carry out research, watch videos, explore online maps (including Google Earth) etc. Science has close links to physical geography and these connections are highlighted to the children eg Water cycle or rocks and soils.
How we teach Geography 	**Retrieval Practice** 	**Enrichment** 
Geography content is taught in discreet subject specific lessons for a whole term alternating with History but teachers also plan opportunities to revisit and embed the learning across the curriculum in other subjects. Learning objectives and success criteria are introduced at the beginning of every lesson. At the end of the lesson, pupils are invited to assess how well they feel they have met the learning objective. Every lesson includes formative assessment opportunities for teachers to use. These opportunities are listed in the lesson plan and are included to ensure that misconceptions are recognised and addressed if they occur.	Multiple choice quizzes will be used for formative assessment and to aid the knowledge to be retained in the children's long-term memory. Regularly, teachers will point out connections, referring to and building upon previous learning of key themes, in order to aid retrieval from the pupils' long-term memory.	A key concept that we have identified for Geography is fieldwork and children should engage in fieldwork activities that are age-appropriate and relevant to topics. Children have opportunities to explore parks; rivers and ponds; town centre; city centre and other outside areas. Taking learning out of the classroom helps to contextualise Geography, making it more real for the children and providing experiences that children will enjoy.