

Geography at Stubbin Wood

We use Cornerstones for our geography curriculum which provides a progression framework from Nursery to Year 9 based on the national curriculum programmes of study (PoS) and Development Matters. We have made adaptations to meet the needs and interests of our learning community.

Our framework maps out each child's learning journey through a sequence of projects that develops key concepts, skills, and core knowledge. These projects are carefully ordered to build both substantive and declarative knowledge, and where possible, create meaningful links with other areas of learning. This approach enables children to apply and embed their geographical understanding in new and real-life contexts.

What we cover in geography:

- Human geography
- Geographical skills & fieldwork
- Locational knowledge
- Physical geography
- Place knowledge

Building geographical understanding

The sequencing of projects ensures that children have the substantive knowledge and vocabulary to fully access subsequent projects fully. Each project's place in the year has also been carefully considered. Within all the geography projects, disciplinary knowledge is embedded within substantive content.

The key concepts ('big ideas') covered within the geography curriculum are:



These are then linked to smaller concepts/aspects of geography:

- Climate & weather
- Geographical resources
- Physical processes

- Compare & contrast
- Data analysis
- Environment
- Fieldwork
- Geographical change
- Human features/aspects
- Location
- Maps
- Natural & human-made materials
- Physical features
- Settlements & land use
- Significant places
- Sustainability
- UK
- World

Each smaller concept/aspect is then broken down further into the skill and core knowledge statements that form the subject progression framework

Stage not age

We have tailored the Cornerstones framework to the profile of our learners and whilst content is determined by subject leaders to enable our progression of knowledge and skills model, it is individual teacher's responsibility to determine the appropriate skill and knowledge statements for individual learners. We plan to learners' cognitive level of understanding rather than chronological age.