

## Geography Curriculum Statement

***'Geography plays a crucial role in understanding our world. It makes a vital contribution to our knowledge of the rapidly changing environmental and social challenges facing us and how we should tackle them.'*** (Royal Geographical Society, 2019 [www.rgs.org/geography](http://www.rgs.org/geography))

***'Geography fires young people's curiosity about the world around them and their place within it.'*** (Innovating with Geography website, QCA 2006).

It continues to be a valued part of the curriculum at St. Mary & All Saints C.E. Primary School.

### Curriculum Intent

*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 framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.*

(National Curriculum in England: Geography Programmes of Study, 11 September 2013)

At St. Mary and All Saints CE Primary School, we aim to ensure that all pupils develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. We want them to understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. As they journey through the school, they will become are competent in the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

As a curriculum subject that is able to bridge both the social and natural sciences, we aim that studying geography informs our pupils about:

- The places and communities in which we live and work
- Our natural environments and the pressures they face
- The interconnectedness of the world and our communities within it
- How and why the world is changing, both globally and locally
- How our individual and societal actions contribute to those changes
- The choices that exist in managing our world for the future
- The importance of location in business and decision-making

As well as being a worthwhile educational experience in its own right, we believe geography provides an excellent vehicle to enrich the wider curriculum by giving children a real context for their [learning](#). Geography is well-placed to make a significant contribution to the curriculum priorities of English, Mathematics and Science as well as wider aspects of the school curriculum including, but not limited to: History, Religious Education and Computing.

The distinctive characteristics of this subject allow it to contribute to the wider curriculum by providing children with opportunities to:

- develop and extend their investigative and problem-solving skills, including skills in number and computing, inside and outside the classroom
- participate in a range of independent and collaborative learning experiences that extend their personal, social and study skills
- gain experiences that help them make connections between themselves, their communities and the wider world
- develop awareness and understanding of a range of peoples and cultures as well as a respect for many different attitudes, views and beliefs
- recognise the need for a just and equitable society and their own role in making this possible
- explore issues of environmental change and sustainable development and develop the skills and attitudes necessary for active involvement as citizens.

### **Curriculum Implementation**

The 'Statutory Framework for the Early Years Foundation Stage' (2023) along with the latest guidance from 'Development Matters' (updated 2023) and the 'National Curriculum' (updated 2014) are used to plan and deliver the teaching of geography in a systematic and progressive way across the school. The geography curriculum has been designed to allow pupils to start with the study of their immediate environment and then go on to consider the wider, school environment, the local area and then regional, national, continental and global issues. Running in parallel to the acquisition of this knowledge and understanding of people, places and geographical processes are the skills of mapping and fieldwork so that the pupils can, for example, create their own weather measuring instruments in KS1 through to measuring the length of the Amazon River using GIS digital mapping in Key Stage Two. Progressive geographical vocabulary is introduced across the school with the expectation that children will integrate it appropriately into their discussions and activities.

Geographical teaching and learning is supported by a wide range of resources from a large-scale, aerial photograph play-mat of the school and its locality through to self-made, river journey models along with essential OS maps, diagrams, photographs, globes and atlases. Geographical learning at St Mary & All Saints is made significantly more memorable due to our carefully planned fieldwork, educational trips, visitors and curriculum days that are purposefully placed within the learning sequence. Geography is usually taught either weekly during alternate half terms (alternating with history) or as a blocked unit and pupils regularly re-visit prior learning through the use of starter activities and knowledge organisers in order to revise and reflect on key geographical learning as well as make cross-curricular connections. A number of geography-related opportunities exist in school from links with 'Harvest', 'International Week' and positions of responsibility including School Council Representatives and Junior Road Safety Officers.

### **Impact**

At St. Mary & All Saints, we believe that we are growing the Geographers of the future with varied career options ranging from hydrologists, surveyors, insurers and town planners to location managers, journalists, rangers and meteorologists. A working knowledge and understanding of geography can be impactful in so many areas of life including: infrastructure projects; national and international energy production and distribution; the reduction of food miles; GPS tracking and navigation; flood prevention; mapping the spread of disease (e.g. the Covid-19 choropleth maps); the logistics of parcel deliveries and the rights to mine minerals that are considered essential for the manufacture of cutting-edge technology. With the positive impact of geography split across so many disciplines and careers, it is unsurprising that the subject is seeing increasing numbers of students at both GCSE and A level (source: Royal Geographical Society, 25<sup>th</sup> June 2023). Our hope is that pupils of St Mary and All Saints

CE Primary School will be able to lead the way in promoting an eco-friendly, sustainable future for all peoples everywhere.

The regular monitoring of geography planning and teaching alongside assessment data analysis allows the Subject Leader to make informed decisions to ensure that high standards are both achieved and maintained with any remedial actions taken swiftly, as necessary. Pupils are encouraged to retain and utilise their geographical knowledge and skills by making links across the curriculum which is supported by the use of knowledge organisers. For example, they might use their map reading skills to their advantage during the orienteering unit in P.E. or their ability to collect, analyse and communicate data through fieldwork when considering how to best present their WW2 data in computing. Over time, pupils learn how to evaluate their own work and that of others with the aim of continuous improvement and positive progress for all. Teachers also offer feedback and development points for pupils to work on and gather evidence across the year (from pupil books, quizzes and discussions or photographs and videos on our online platform) in order to share an annual assessment with parents at the end of the year.