Geography Curriculum Statement

Amended

June 2019	**September 2022**	**July 2025**
November 2019	**September 2023**	
May 2021	**September 2024**	

Striving for excellence, caring for all

Within a loving and caring Christian environment.

"The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together." - Barack Obama

Why we believe Geography is important

Geography in the primary curriculum is important to promote curiosity. Geography's fundamental role lies in helping children to understand the world. Geography equips our children with knowledge about diversity: places, people, resources, and natural and human environments. Many current issues have links to Geography and they provide the subject with a real purpose and context. By becoming knowledgeable about global issues and environments, children can flourish to be the best they can be and become agents of change, using their understanding to advocate for sustainable practices and make a positive impact on the world. As pupils learn about the world, it should help them to deepen their understanding of the interaction between physical and human processes. Furthermore, studying Geography fosters their spiritual development as they gain a greater appreciation for the beauty and complexity of the Earth. It should enable our children to be confident to understand and ask questions about how to protect and improve the world. As a result, the experiences within Primary School could form the foundations of a spark of interest, a career or a love of Geography which should be there for life.

Intent: Our aim is that our pupils:

- Reach their full potential exploring the themes in Geography
- Foster a positive and active attitude towards being a global citizen in their everyday lives
- Understand the importance of geography in bridging divides and bringing people together
- Nurture a curiosity of the awe and wonders of our world
- By the time children leave us at the end of Year 6, all will have an appreciation of their local geography and environment, recognising where in the world they live and how it is similar and different to other communities and places globally.
- Our children will have a secure understanding of the Earth's physical and human processes, including those found within and in our school grounds and local area. They will be able to apply geographical language to describe them, ask questions and explain them both in physical and human terms.
- Be inspired and engaged in learning and think like a geographer; they will learn about the world about them through enquiry questions. These will promote critical thinking, debate and a continuing awareness of the ever-changing issue that they will be faced with now and in the future.

Implementation: How do we do this?

The current National Curriculum says:

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. (National Curriculum in England: Geography programmes of study p1, 2013)

- All children are taught in mixed attainment groups as we believe in having the same high expectations of the pupils, exposing them to the same knowledge, skills and debates to allow for the development of children's spatial awareness in and about the environment
- A logical sequence of geographical topics, using Oddizzi's Schemes of Work, to support progression and curriculum coverage from EYFS to Year 6
- This Pathway assures full National Curriculum coverage. The Pathway involves three Geography-led Schemes each year, as set out in Oddizzi Medium-Term Plans and Schemes of Work. This provides more depth in relation to locational knowledge and geographical processes.
- Core skills, knowledge, vocabulary and concepts acquired in the autumn and spring terms are applied towards the end of the year in the context of a place-based study. Place knowledge is cumulative and comparative
- Exciting geography-based units relevant to the year group's experience providing rich, broad and balanced learning for children and opportunities for them to apply and adapt their learning for other subjects
- Geographical skills taught discretely and also through cross curricular study in other subjects to embed skills in real life scenarios
- Working using oracy, literacy and numeracy skills
- Geography team support staff with planning and resources for all units
- Geography team create and review MTP and SOW planning to ensure continuity and progression of geographical skills and knowledge
- Children will be encouraged to make connections in their studies with SMSC and citizenship, to explore how they may make a difference
- Studying locations, places and environments with links to both human and physical geography
- Pupils are taught about three Big Ideas that run throughout the Geography curriculum from Year 1-Year 6: Think like a geographer, work like a geographer, apply like a geographer.
- These Big Ideas interconnect with our displcinary knowledge progression through our 4 key concpets of: place, space, environment and environmental impact and substantive themes such as rivers and the rainforest
- Substantive concepts are revisitied mulitple times throughout school through various substantive themes, providing children with numerous opportunities to both consolidate and deepen their learning
- Using knowledge organisers to embed specific technical vocabulary and place within each unit
- The Geography team will support staff in meeting the level of subject knowledge required to confidently and successfully teach geography skills and knowledge so all children will learn and progress
- Geography is referenced widely throughout the curriculum as a discrete subject and through our whole school engagement with:



Impact

- Pupils are making the best possible outcomes and progress
- Pupils show a positive attitude towards geography and their learning
- Pupils show a positive attitude and become positive contributors to making a difference to the world.
- Pupils show coherence and confidence when discussing, questioning, interpreting and sharing ideas
- Pupils think and talk like geographers
- Pupils can apply their geographical knowledge to solve problems
- Staff feel confident and excited at planning and delivering geography
- Staff have the subject knowledge and resources to allow them to deliver geography confidently

How is this monitored:

- Book and planning monitoring
- Pupil interviews
- Staff meetings – discussion with teachers
- Geography linked initiatives (e.g. UNICEF, Eco Schools, Nyansakia School, Sustainability, Community based etc) seen in school. Both teacher and/or pupil initiated
- Eco School Award

Other relevant documents

- Teaching, Learning and Curriculum Policy
- Geography documentation- mapping and progression
- Unit knowledge organisers and resources
- The National Curriculum

- **As a RRS (Rights Respecting School – UNICEF) this upholds the following**
- **articles from the UNCRC (United Nations Convention on the Rights of the Child):**
  - **Article 29: Every child has the right to be the best they can.**