

Geography Curriculum Statement

Intent

At St Mary's Catholic Primary School our aims are to fulfil the requirements of the National Curriculum for Geography by providing a high-quality, rich and relevant curriculum. Through their Geography education, pupils will gain a coherent knowledge and understanding of places and people, human and physical geography, resources in the environment. In doing this children will develop their geographical skills to collect and analyse data, use maps, atlases, globes and aerial photographs and identify countries and continents around the world. We want our children to be curious and to develop a love for Geography.

Geography has always been held in high regard at St Mary's Catholic Primary School and we seek to ensure that children are provided with real life geographical experiences. It endeavours to make full use of the resources within the immediate and wider local area enabling children to develop a deep understanding of Geography and being a Geographer. Our Geography curriculum covers: using maps to explore our local area, exploring weather and climate in the UK and around the world, rivers and mountains, environments and the communities and ecosystems.

The curriculum aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of the world around them.
- Are able to define physical and human geographical features of the world, starting with their local area. Describing how they change over time and impact the environment.
- Demonstrate geographical skills in order to collect, analyse and communicate data. Interpret a range of sources, including maps, diagrams and photographs and communicate their findings in different ways.

Implementation

Reception class explore geographical themes and content through the Understanding of World strand of the Early Years Curriculum; they explore, observe and learn about people, places and time. In Key Stage One children learn about how to be a geographer, their local area, changes in weather and climate and compare the UK to Rajasthan, India. In Key Stage Two children learn about the water cycle, jobs resources and trade, river and mountains, climate around the world, coastlines ecosystems and our hazardous world. Children are given experience to conduct fieldwork within units to extend their learning, for example Year 5 visit the beach to study the coastlines.

Knowing more and remembering more is at the core of our Geography Curriculum. Our Geography units are mapped progressively from Reception class to Year Six, connections and comparisons are made through the substantive knowledge in each unit. The substantive knowledge is underpinned by key concepts for learning; these are used as a hook to help the children remember more over lessons, year groups and key stages. These key concepts include:

- Space
- Place
- Earth Systems
- Environment
- Time
- Scale
- Diversity

- Interconnection
- Interpretation

The children are reminded of these key concepts in every lesson. In conjunction with this, teachers have identified five non-negotiable facts that the children need to know by the end of a topic. These facts are the foundation of our planning and are elaborated on in lessons. At the start of each lesson, the children retrieve their knowledge of the key facts through flashbacks, quizzes, songs and games in order to ensure that previous learning can be recalled and built upon. At the end of a unit the children are assessed against these key facts. Knowledge organisers are used in each unit and are a vital resource for the children to refer back to throughout their learning.

The local area is also fully utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice. Local area walks have become part of our geography lessons to ensure children are having first hand experiences in identifying physical and human features in their locality, as well as being able to follow and utilise maps.

Impact

- The children will have participated in a broad and balanced geography curriculum which fosters curiosity and enjoyment.
- The children will be able to recall key knowledge specific to their learning and make links between other units of work.
- The children will have a good understanding of the world around them, identifying the different features of their environment and develop skills in order to collect data, measure impact and interpret findings.