



St. Peter's Church of England Primary School

GEOGRAPHY CURRICULUM STATEMENT

Introduction

At St. Peter's, Geography forms part of our enchanting curriculum and benefits from subject-specific teaching throughout key stage 1 and key stage 2.

Through studying Geography we **open doors** to the enormity of the world around us. Through memorable learning opportunities, we master the geographical skills of fieldwork, position, direction and map work and deepen our understanding of place through studying locations, both near and far, to develop insight into the physical and human features of our world.

Curriculum Vision

A St. Peter's Geographer is inquisitive about the world around them. They have a developed sense of responsibility for the planet and its citizens. They appreciate the challenges we face as a global community and understand that the decisions they make can, and will, affect the future of our world for generations to come.

A St. Peter's Geographer respects their physical environment and is curious about the different cultures that exist within it. They wonder about the world around them and have a developed sense of place, knowing where they are within the immediate locality, the country, the continent and the world.

A St. Peter's Geographer learns through action, having developed the fieldwork and research skills to investigate their place and embracing the opportunity to lead their learning through the application of their geographical skills in both the local area and further afield. They regularly take part in field activities, collaboration with experts and visitors and make effective use of technology, for example VAR, to learn more about the wider world from their classroom.

A St. Peter's geographer has the vocabulary to communicate geographically, expressing their ideas and thinking accurately and with precision. They access a curriculum which supports them in developing spiritually, orally, intellectually, emotionally, culturally and socially.

Provision, Planning and Delivery

Our Provision

We enact our vision for Geography through:

- Adopting an enquiry approach to learning in Geography, basing sequences of learning and individual lessons around questions for exploration.
- Ensuring that the curriculum is regularly reviewed in light of the changing global landscape.
- Including opportunities for learners to deepen their understanding of their own locality.
- Developing learners sense of locality and home in Key Stage 1, through in-depth studies of our village, our town and our region; before moving on to study contrasting localities and far off places in Key Stage 2 to build pupils' curiosity and thirst for adventure.
- Including opportunities to study in-depth the land-use and cultures of locations which contrast our own.
- Building and regularly revisiting secure foundational knowledge around the world in which we live (eg. countries, capital cities, oceans and continents).
- Incorporating regular opportunities for learners to engage in and debate global issues related to the planet and its use.
- Planning opportunities for learners to lead learning outside of the classroom through fieldwork within the immediate locality and further afield.
- Exploring new learning though in-depth debate and discussion at every age and stage.

- Designing the curriculum so that key concepts are regularly revisited to ensure depth of understanding.
- Allowing learners frequent opportunities to ask and answer their own geographical questions.
- Providing opportunities for children to consider alternative viewpoints and sources from different perspectives.
- Promoting geographical vocabulary and providing children with the topic specific vocabulary necessary to communicate their ideas and opinions successfully to others.
- Providing regular opportunities for pupils to talk about what they have learned and how this links with prior knowledge and understanding within geography and across subjects.
- Embedding our school values into each unit, giving pupils the opportunity to see the values lived out by those around the world.

Planning

Adherence to the six year Geography long term plan ensures that all learners access a broad and balanced curriculum in Geography throughout their learning adventure at St. Peter's and is fully compliant with the requirements of the National Curriculum 2014. Completion of this journey progressively deepens learners' knowledge, understanding and skills in Geography through focussing predominantly on the immediate locality in key stage 1 and moving out to the UK on lower key stage 2, before focussing on the wider world in upper key stage 2.

Each unit of learning centres around a key enquiry question and includes the development of foundational and procedural knowledge which is built upon progressively year by year. Prior knowledge is checked at the beginning of each unit, and used to inform teaching which starts from where the child is. Trips, visitors and celebration days are planned into each unit in order to bring geography to life. At the end of each topic, key knowledge is revised and regular opportunities to revisit this key information ensures that it is stored in long term memory.

Delivery

The Geography curriculum in Key Stage 1 and 2 is delivered every term during discrete Geography lessons. To enable pupils to be immersed in their study, lessons are organised into half-termly blocks with multiple lessons per week, with a minimum of 12 hours per term dedicated to study in this specific curriculum area. The curriculum is blocked to allow for greater opportunities to conduct fieldwork and outdoor learning.

Progression



To ensure progression in Geography, our curriculum is organised to progressively deepen learners understanding of the **keys** to Geography these are: Fieldwork and Research Skills, Geographical Skills, Geographical Understanding, Geographical Language (Human and Physical Geography).

Through each of the places and concepts studied in depth, the keys to Geography are embedded and taught at an appropriate complexity. See Geography Key Progression (below) for more information.

Regular reviews of learning records, planning meetings and work scrutinies are utilised to ensure that learners make good progress in the subject.

Assessment, Recording and Reporting

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Teachers assess children's knowledge, understanding and skills in Geography by making observations within lessons and by reviewing written evidence at the end of each lesson. Outcomes from this assessment are then used to formatively re-shape the learning journey for individuals and whole classes as necessary. From this ongoing assessment, teachers make decisions to re-teach, consolidate or extend learning in the subsequent session.

Recording

Learning in Geography is recorded in pupil's individual Geography books and learning episodes are captured in a way which best meets the learning objective. Some of the evidence may include child-produced written work or diagrams, whereas others may involve photographs or teacher notes from debates, discussions or group activities.

Reporting

Children's achievements in Geography are formally shared with parents and carers annually, as part of their end of year report and informally through termly open door events and parent consultation appointments.

Policy into Practice

The following serves as a list of supporting documents and resources which support this policy in practice:

- Geography Long Term Plan
- Geography Key Progression
- Geography Language Progression