



St Mary's – Geography curriculum statement

Intent

At St Mary's we shape our geography curriculum to fulfil the requirements of the National Curriculum for geography; providing a broad and balanced curriculum; ensuring the progressive development of geographical concepts, knowledge and skills; and above all for the children to develop a love for geography.

We aim for a high-quality geography curriculum which inspires pupils with a curiosity and fascination about the world and its people. We particularly think about our local area, so children develop their understanding of where they live and their place in the world.

Our teaching equips pupils with knowledge about different places and people, resources in the human and natural environments, together with a deep understanding of the Earth's key physical and human processes. By revisiting these areas of learning regularly children will remember more, know more, and understand more.

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.

We want our children to gain confidence and have practical experiences of geographical knowledge, understanding and skills using fieldwork and educational visits to explain how the Earth's features at different scales are shaped, interconnected and change over time.

Implementation

To ensure high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught in each year group as a half-termly topic, three times a year, focusing on the knowledge and skills stated in the National Curriculum.

The geography curriculum at St Mary's School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught in each Key Stage. Teachers plan lessons for their class using our progressive Long Term Plan document, progression in vocabulary document and topic Knowledge Organisers which ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group. When teaching geography, the teachers should follow the children's interests in the topic to ensure their learning is engaging, broad and balanced.

Geography teaching focuses on enabling children to think as geographers. A variety of teaching approaches are used with opportunities to enhance the learning of more able pupils through investigations and writing extending pieces as well as supporting the less able pupils through mixed ability teaching, the use of assistive technology and the interaction of pupils to support one another.

At St Mary's we provide a variety of opportunities for geography learning inside and outside the classroom. Every year group is encouraged to use the school resources and the local area to enhance their learning of both physical and human geography. The children also have many opportunities to experience geography on educational visits such as coastal visits, river studies and using map reading skills on local fieldwork studies and residential trips. Throughout the year, classes can celebrate their learning through class assemblies which enables parents to engage with the school and join in with their children's learning.

Impact

Pupils leave St Mary's School with a secure understanding of the geography curriculum, developing a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context. The children will progressively develop the geographical knowledge, skills, and vocabulary to help them explore, navigate, and understand the world around them. Children will develop a love of the subject and deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments.

We measure the impact of our curriculum through the following methods:

- Assessing children's knowledge and understanding of topics before and after the units are taught.
- Marking of written work in books.
- Interviewing pupils about their learning.
- Book scrutiny and learning walks where there is the opportunity for a dialogue between teachers to understand their class's work.
- Summative assessment of pupil's learning three times a year.