



St. Hugh's Catholic Primary Voluntary Academy

Geography Curriculum Statement

Geography Intent:

At St Hugh's Catholic Primary School, we are Geographers! We want our children to love geography! We want them to have no limits to what their ambitions are and grow up wanting to be conservationists, town planners, weather forecasters or cartographers. Our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Children investigate a range of places - both in the United Kingdom and the rest of the world - to help develop their knowledge and understanding of the Earth's physical and human processes. We are committed to providing children with opportunities to investigate and make enquiries about their local area of Lincoln so that they can develop of real sense of who they are, their heritage and what makes our local area unique and special. We also develop the children's ability to apply geographical skills to enable them to confidently communicate their findings and geographical understanding.

We want to ensure that through Geography, pupils are able to explore the relationship between the Earth and its people through the study of place, space and environment. In Geography, pupils in our school will learn the skills of understanding locational knowledge; how and where people fit into its overall structure. We also intend for children to become passionate and knowledgeable about our local community and beyond, by learning through experiences in practical and fieldwork activities.

Through high quality teaching, we develop the following essential characteristics of geographers:

- An excellent knowledge of where places are and what they are like, in Lincoln and Lincolnshire, Britain and the wider world.
- A comprehensive understanding of the ways in which places are interdependent and interconnected.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques.
- The ability to reach clear conclusions and explain their findings.
- Excellent fieldwork skills as well as other geographical aptitudes and techniques.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment.
- A genuine interest in the subject and a real sense of curiosity about the world and the people who live here.

Geography Implementation:

Geography as a subject is explicitly taught in years 1 to 6 and units are blocked to allow children to focus on developing their knowledge and skills, studying each topic in depth.

Our Geography curriculum is designed so that children start with 'themselves' and their school or local area before working out to areas or regions of the United Kingdom and the rest of the world.

We have developed a progression of skills with each year group, which enables pupils to build on and develop their knowledge and skills each year. Cross-curricular links are planned for, with other subjects such as Maths, English, History and Computing being incorporated within Geography lessons and the curriculum.

Location knowledge, fieldwork and map work are woven throughout the Geography topics. Effective use of educational visits, local fieldwork and visitors are planned, to enrich and enhance the pupil's learning experiences within the Geography curriculum. Fieldwork opportunities within the local area where children go out into the field to conduct observations, surveys, investigations, and field sketches. The use of maps and compasses enhances this experience.

At the start of each topic children will review previous learning and will have the opportunity to share what they already know about a current topic. In order to support children in their ability to know more and remember more, there are regular opportunities to review the learning that has taken place in previous units as well as previous lessons.

Children are given a knowledge organiser at the start of each unit which details key information and vocabulary. This is not used as part of an assessment, but to support children with their acquisition of knowledge and are used as a reference document. There is also a quiz at the end of each topic as a further assessment of the children's learning.

To support teaching, staff access a range of resources and planning including access to Digimaps, Oddizzi and the Geographical Association. Effective standardisation opportunities are available to staff to ensure high levels of confidence and knowledge are maintained. These are done through regular discussions with the geography lead, whole-school moderation, staff meetings and through feedback from pupil voice.

In geography lessons, children are given clear success criteria in order to achieve the Learning Challenge with different elements of independence. Effective modelling by teachers ensures that children are able to investigate the learning challenge and achieve their learning intention, with misconceptions addressed within it. Through using a range of assessment tools, differentiation is facilitated by teachers, to ensure that each pupil can access the Geography curriculum.

Teachers use highly effective Assessment for Learning at different points in each lesson to ensure misconceptions are highlighted and addressed. Pupils are regularly given the opportunity for Self or Peer Assessment, which will then be used to inform planning, preparation, differentiation, and address misconceptions within that lesson, or for the next lesson.

EYFS

The Early Years Foundation Stage Curriculum supports children's understanding of Geography, people and communities through the planning and teaching of 'Understanding the World'. Geography is effectively taught through their wider curriculum lessons and through their enhanced learning provision and environment. Children learn about features of their own environment such as school, home, community and their city through first-hand experiences and learn how environments may differ through the sharing of books, stories, poems, small world play, role play and visits. Children enjoy the valuable experiences gained from our regular trips to places within their local community such as the library, park and local shops. Children are given time to discuss, comment and ask questions about what they observe about the world around them and are encouraged to be active learners and explore their interests further.

Geography Impact:

The impact of our geography curriculum design will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills. Children will therefore be expected to leave St Hugh's Catholic Primary School reaching at least age-related expectations for *Geography*. Our *Geography* curriculum will also lead pupils to be enthusiastic *Geography* learners. Upon leaving St Hugh's Catholic Primary School to embark on their journey to Key Stage 3 learning, children will be equipped with the skills, knowledge and understanding to confidently continue their *Geography* learning journey.