



Geography

Intent

At St. Peter's, we believe that Geography prepares children to participate in the rapidly changing world. Our Geography curriculum aspires to develop children's enthusiasm and enjoyment of geographical learning and understanding.

St. Peter's lies within a community which is steeped in significant global and historical importance. We provide children with opportunities to investigate and make enquiries about our local area, its links with other places at regional, national and global levels and make comparisons. We aim for our children to develop a sense of their heritage and what makes our local area significant.

At St. Peter's, through the study of Geography children combine practical skills with an understanding of human, physical and environmental issues, change and processes. This allows children to investigate and analyse the geography of places and how they develop and change.

We intend on delivering a curriculum which promotes practical and engaging, high-quality Geography, aiming to provide children with the foundations and knowledge for understanding the world. We aim to promote geographical enquiry and engagement with the local environment to ensure that children learn through varied and first-hand experiences of the world around them.

Our curriculum offers fieldwork (such as studying a contrasting locality) so that children develop an understanding of the impact of human development on the natural and physical world around them, and aims to capture children's natural curiosity about the world and what they observe. It promotes respect for the environment, living things and processes and their own and other's health and safety.

Our curriculum is intent on developing children's geographical skills through practical and engaging lessons, with identified key knowledge, technical vocabulary and skills that build on previous learning. It recognises that geography impacts our daily lives. We help children make rich connections through the units to develop a deeper thinking about the applications of geographical knowledge and conceptual understanding and make links between different experiences.

The geography curriculum at St. Peter's provides equal opportunities for children to apply their geographical knowledge to other subjects (cross-curricular links). It is in line with the expectations in the National Curriculum 2014.

At St. Peter's, we recognise the beauty of the world which God created. We promote a respect of other cultures and religious beliefs and of our own environment and how we can protect and preserve it.

Implementation

At St. Peter's, our geography curriculum ensures that the knowledge stated in the National Curriculum is being taught across all year groups and we adapt our delivery of this curriculum to meet the needs of all pupils. We implement a curriculum that is progressive throughout the whole school. Geography is taught discretely in each class with cross curricular links to other subjects e.g. science, maths. Assessments following each unit inform future planning and delivery. Children develop a good knowledge of their own local community and its links to the wider world. Our pupils learn about diverse places, people, resources and environments, with a deepening understanding of the earth's key physical and human processes. Geography lessons, at St. Peter's, aim to inspire in pupils a curiosity and fascination about the world which will stay with them throughout their lives.

How is the geography curriculum organised?

Children will be taught a range of knowledge and skills in both KS1 and KS2. Substantive knowledge will be built upon in meaningful progression with the use of key concepts running consistently throughout the curriculum and using these to build upon prior knowledge. Our key concepts are: place, location, physical and human processes, movement and fieldwork and enquiry. Our disciplinary concepts aim to support pupils to think like geographers including map skills, fieldwork, enquiry and research, recognising similarities and differences and causes and consequences.

The curriculum is organised so that local geography is taught in autumn term one, when children can investigate their surroundings outside and complete fieldwork tasks. The knowledge of our local area begins with the school environment in EYFS, moving to investigating our school within Newton-le-Willows in Year 1 and then the links to other places within Merseyside (transport, jobs, leisure) in Year 2. In Year 3, children then look at how our local area is changing and the impact this has on our community.

The UK, including London, and local seaside areas are covered in KS1 and children also use their knowledge of our local area when looking at similarities and difference with a country in a different continent.

In Year 3, children learn about geographical processes such as volcanoes and earthquakes and develop their knowledge of oceans, climate and time zones. In Year 4, children take part in fieldwork to investigate a different locality and make comparisons with Newton-le-Willows, supporting their observations with examples from their enquiries. They move to study a different continent of South America followed by focusing in on the continent to study rainforests.

In Year 5, children learn about Europe including modern Greece and investigate its settlement before the history unit of Ancient Greece follows this. They study mountains and recognise the diversity of the continent of Africa. Children in Year 6, find out about the continent of North America, investigate rivers and discover current issues in the news such as flooding, recognising the local and possible wider implications and discuss changes that could impact this in the future.

Impact

Our aim is that pupils will meet the end of key stage expectations and be equipped with the geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3. Pupils should be able to demonstrate a depth of knowledge in each unit covered, make links with prior knowledge and have a deeper understanding of the cross curricular links with other subjects. They should have a contextual knowledge of locations, places and geographical features and understand the conditions, processes and interactions that explain features, distribution patterns and changes over time and space. Children should be competent in geographical enquiry and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information. Our curriculum aims to support pupil's personal development to become responsible and active citizens who understand fundamental British values and show mutual respect and tolerance.