



Intent

At St Pauls, the Geography curriculum will provide our children with a sense of awe and wonder about the world they live in. Our curriculum plans opportunities for children to study natural and human environments, as well as human and physical processes. The children will develop their knowledge about diverse places, people and resources. We want our geography curriculum to provide children with a way of looking at and understanding our world, focusing on what places and the environment are like, why they are important to us, how they are changing and how they might develop in the future. Through geography, we teach our children to understand the complexity of our world, appreciate the diversity of its cultures and their responsibilities to care for our environment.

As they continue their journey of Geography, the curriculum will deepen their understanding of the subject and develop their geographical skills. Children will expand their geographical vocabulary and be able to describe, question and discuss the world and their place in it. We will use the local area as part of the geography curriculum and use a range of fieldwork activities to help children develop their physical and human geographical skills.

Implementation

Our progression map builds on the National Curriculum whilst keeping the needs of the children at St Pauls at its heart. The key areas of location knowledge, place knowledge, physical and human geography and geographical skills and fieldwork are mapped out on the progression map.

Each year group/groups have a set title and within this are the essential skills and knowledge that children must learn, alongside key vocabulary and possible fieldwork opportunities. This ensures the learning is age appropriate, progressive and high expectations are maintained. Key geographical knowledge and language is revisited frequently to make learning memorable, relevant and easy to retrieve. Teaching uses a range of resources across the units to create immersive learning experiences for the pupils.

We implement a curriculum that is progressive, building on previous learnt skills. The children start with learning about their own locality and where they live before moving onto learning about the UK, Europe and finally countries across the world drawing comparisons between them.

Geography and History are alternated termly, where there are opportunities links are created to solidify learning and interleave the curriculum.

SEND

We have a mastery approach to teaching and learning so that we are ambitious about what all children can achieve and not believe that their ability is 'fixed' for any subject. We know Geography can be overwhelming with all the new information and understand ideas that are alien to them. In Geography, learning is scaffolded for children that require it, this could include:

- Pre-teaching to ensure a learner or group has access to new information and vocabulary.
- Revisit key vocabulary and learning to make connections with what they already know.
- Visual aids can help children to visualise the concepts they are using in class and support in the follow up activities.
- Reflect on the positioning of learners within the classroom to maximise their engagement.

Development of Skills

EYFS

In early years, opportunities are provided for children to take notice of the places around them including the natural environment and the built environment. Initially they begin by finding out about places around them, their home, places nearby, journeys to and from school, street names and key landmarks. They visit local places such as the post-box and John Coles park to bring the learning to life. They also use books and technology to extend their awareness. Adults carefully support this learning through conversations and modelling.

In Key Stage 1, children develop their place and locational knowledge, starting with their school and the town of Chippenham and moving onto the UK, capital cities and then the continents and oceans of the world. They will also study a seaside location in the UK and a non-European country study.

In Key stage 2, children continue to develop this knowledge building further on their place and locational knowledge in the UK and then moving this onto our twin town in France and then studying the wider world including North and South America.

Across all key stages, children will have opportunities to:

- Develop their geographical skills and thinking (enquiry)
- Opportunities for fieldwork on the school site and local area.
- The human impact on the natural environment and our changing world.

Impact

The impact of our Geography curriculum is measured in different ways. This can be directly by the class teacher through questioning in lessons, marking children's written work, carefully listening to child led discussions and engaging with the children throughout lessons.

The subject leader will do a range of activities across the year to include:

- Learning walks to build an accurate picture of the level of geography teaching and learning across the school at that point in time.
- Book looks to show a high standard of geography and a broad and balanced curriculum. Ensure children take pride in their work and can write confidently communicating their geographical skills and knowledge.
- Pupil Voice-through discussions it can be seen that children are engaged in their learning and show an enthusiasm for geography and aspiration to discover more about the world.
- Planning audits-All planning meets the requirements of the NC within a topic based approach. Planning shows appropriate coverage of knowledge and skills, following the school progression of skills document. Learning walks show they are part of a build-up of skills and fit into the school's progression of skills document