



Curriculum Intent: Geography

Broad and Ambitious Curriculum

At Earley St Peter's, we aim to foster a profound understanding and appreciation of Geography among all our pupils. We strive to equip learners with an extensive understanding of geographical concepts across four key areas - locational knowledge, place knowledge, human geography, and physical geography – as well as building their confidence in using subject-specific vocabulary. Our curriculum promotes awareness of environmental issues, encouraging students to think critically about sustainability and their role in the world. School trips, *such as the Year 6 trip to Rhos Y Gwaliau*, provide valuable experiences that broaden pupils' understanding of the world, offering opportunities they may not otherwise access.

Geography is taught both as a discrete subject and integrated into other curriculum areas, accommodating our diverse learning needs, ensuring that every child, regardless of ability or background, can access and thrive in Geography.

At Earley St. Peter's our curriculum is designed to cultivate lifelong curiosity about the world, providing strong foundations that enhance pupils' general knowledge and understanding of their place within it. By connecting geographical learning to pupils' lives and by examining global issues such as climate change, migration, and sustainable development, we enhance their personal and social development, preparing them to be informed, responsible citizens who are aware of global interconnectivity and enable them to become advocates for positive change in their communities and beyond.

Planning and Implementation

To achieve our curriculum intent, we employ a variety of teaching strategies and resources that engage students in meaningful learning experiences.

In Key Stage 1, pupils develop knowledge of the United Kingdom and their local area, participating in activities like local environment walks – *Reception walk to the Sol Joel Park to look at plants and learn about the different seasons. Year 2 walk to Whiteknights Lake as part of the Local Area unit of work conducting fieldwork activities.* Pupils learn to use maps and globes, locate and name continents and seas, and understand simple compass directions. Seasonal and daily weather patterns in the UK are studied, *including fieldwork based activities using our weather stations around the school grounds*, and compared with hot and cold regions in relation to the equator and the poles. Pupils are also given the opportunity to study a contrasting locality, *a village in Zambia*, in Year 2. Pupils begin to use geographical vocabulary to describe human and physical features.

In Key Stage 2, pupils extend their understanding to include Europe and the Americas, exploring significant human and physical features. They compare human geography aspects such as settlements, land use, and trade links, and study physical geography topics like climate zones, rivers, mountains, volcanoes, and earthquakes. Pupils deepen their understanding of the Earth's interconnected features and how they change over time. They enhance their skills using maps, globes, and atlases, learning to read compasses, grid references, and ordinance survey maps. Fieldwork provides both online (*using the Oddizzi 'Going Places – Virtual Fieldwork Films*) and hands-on opportunities to observe, measure, and record using methods such as sketch maps, plans, graphs, and digital tools encouraging a hands-on approach to learning – *for example Year 4 carry out fieldwork in our local woodland High Wood creating sketch maps, graphs and using iPads.* The Geography curriculum is structured to ensure progression in knowledge, vocabulary and skills across all year groups, with clear learning objectives tailored to each unit of study. Our teaching strategies foster collaboration and discussion through group work, debates, and problem-solving activities that promote teamwork and critical discussion among peers, creating a collaborative learning environment. Regular formative assessments and feedback mechanisms are implemented to monitor student progress, address



Earley St Peter's
CE Primary School



misconceptions and adapt teaching strategies to meet the needs of each learner. Summative assessments are aligned with national standards, ensuring accountability and consistency in student performance.

Impact

The impact of our Geography curriculum is evident in the confident and engaged learners at Earley St. Peter's. Through studying geography, pupils engage in creative and critical thinking about local and global changes. They develop practical geographical skills and fieldwork knowledge, building a deeper understanding of the world and their role within it. The curriculum supports all pupils, including disadvantaged pupils and those with SEND, to achieve progress by fostering curiosity, confidence, and critical thinking skills - evident as learners analyse and evaluate geographical information, forming opinions and making informed decisions about local and global issues. Our Geography curriculum fosters positive attitudes towards learning, which leads to increased participation and achievement in Geography and related subjects.