



At St Christopher's Primary School, we are committed to providing our children with a curriculum that has a clear intention and impacts positively upon their needs.

Curriculum statement for the teaching and learning of Geography

INTENT	The St Christopher's (STC) Primary School geography provision is designed to develop a curiosity and fascination about the world and its people that will stay with them long beyond their time here. Through a broad, balanced and inclusive curriculum, we will ensure the progressive development of geographical concepts, knowledge and skills; enabling the children to develop a love for geography. Geography teaching at St Christopher's will develop the children's knowledge of their local communities and what makes them unique and special. In addition, they will develop their knowledge and understanding of the wider world and enjoy learning about the world to have a better understanding of how people live in different locations.			
Underpinned By	Locational Knowledge and Place knowledge.	Topic Specific Vocabulary	Human and Physical Geography	Geographical Skills and Fieldwork
	STC pupils will develop a thorough knowledge of where places are located, both in Britain and the wider world. They will investigate what these places are like and make comparisons.	STC pupils will understand and use appropriate topic vocabulary.	STC pupils will learn the differences between human and physical geography, expressing their opinions on current issues with the environment.	STC pupils will develop excellent geographical and fieldwork skills, applying questioning skills to develop enquiries.

IMPLEMENTATION	<u>Primary Knowledge Curriculum (PKC)</u> A knowledge rich curriculum scheme used across the whole school with consistent structure to geography lessons that pupils recognise as they move through the school. Well planned lessons will engage pupils and provide all children the opportunity to develop their geographical skills.	External stimuli Through trips and visits, children will be given the opportunity to develop their skills and knowledge beyond the classroom.	Discussion allowing children to share and consolidate their knowledge.
	Local links Where possible, links will be made to the geography of the local community to develop the children's sense of perspective.	Thoughtful questioning that encourages deeper thinking and the consideration of other viewpoints.	Themed days to celebrate and raise the profile of significant locations in the world.

IMPACT	At the end of each year, pupils have gained a deepening understanding of core geographical skills. Their conceptual understanding develops to make links between themes. They are increasingly curious which allows them to debate upon and reflect on their own lines of enquiry and interest areas.			
	PUPIL VOICE Through discussion and feedback, children talk enthusiastically about their geography lessons and show a genuine curiosity and interest in the areas they have explored.	EVIDENCE IN KNOWLEDGE Pupils have a sound understanding of location and place and are able to compare and make links between these. They will deepen their knowledge of human and physical processes and understand how these effect environments.	EVIDENCE IN SKILLS Pupils use acquired vocabulary to interpret and convey their understanding of the world. They can analyse and interpret information in order to question and reflect on the world and its inhabitants.	BREADTH AND DEPTH Teachers plan opportunities for pupils to study across concepts and deepen their conceptual understanding in aspects of particular geographical value. Pupils have the confidence and are inspired to further their knowledge.