



[Rationale -](#)

At St Mary's we want our pupils, as geographers, to feel a sense of adventure and purpose to really understand their learning. Embedded through our school's values, we want our little geographers to develop: empathy, critical thinking, reasoning, creativity, curiosity and responsibility as they are inspired by a curiosity and fascination of the world. We want these skills to stay with our children as geographers for the rest of their lives as they develop into active global citizens of a sustainable future.

[Intent: -](#)

At St Mary's, we believe that Geography is a relevant, knowledge led subject that helps us better understand the ever changing people, places and environments in the world. We intend to promote and build on children's interest, knowledge and understanding and use of vocabulary about diverse places, people, resources, natural and human environments, together with a deep understanding of the Earth's key physical and human processes. At St Mary's we will provoke and answer enquiry questions about both the human and physical world, encouraging our children to develop a greater understanding of the Earth and their place in it. We want our pupils to develop a range of investigation and problem-solving skills in Geography that are transferable to other curriculum areas and which can be used to develop children's personal development.

[What will this look like in EYFS, KS1 and KS2?](#)

The early learning goals for understanding of the world at EYFS aim to guide children into making sense of their physical world and the people who live in it by exploring, observing, and finding out about people, places, technology and the environment. They will use fieldwork to explore their school grounds and a local park in close proximity to our school site.

Across KS1 and KS2 the geography curriculum retains some flexibility, and builds and expands on previous knowledge. There are four key focus areas from the National Curriculum:

- Locational knowledge
- Place knowledge
- Human and physical geography

- Geographical field work and mapping

In KS1, children will develop understanding of their local area by learning about where they live, as well as one other small area of the United Kingdom and a small area in a contrasting non-European country. Children will learn about weather patterns in the United Kingdom and explore hot and cold areas of the world, continents and oceans. They will use computing, world maps, atlases and globes, simple compass directions, aerial photographs and plans, as well as simple fieldwork and observational skills during their learning. In Year 1 pupils will further explore their school grounds and take part in fieldwork to local shops and in Year 2 this will develop into fieldwork within the local area of Chorley town centre.

In KS2, the geography curriculum provides the opportunities for children to examine geographical similarities and differences and extend their knowledge and understanding beyond the local area by comparing the geography of a region of the United Kingdom with a region in a European country, and with a region in either North or South America. Locational knowledge examines latitude, longitude and time zones. The children will use maps to focus on Europe, North and South America, concentrating on regions, key physical/human characteristics, countries, and major cities. They will also work on locating the counties and cities of the United Kingdom and start to explore their human and physical characteristics. For their place knowledge, Year 3 children will explore Chorley and the surrounding area. In Year 4 pupils will explore geographical similarities and differences by comparing the geography of a region of the United Kingdom with a region in a European country. In Year 5 they will explore South America and Year 6 North America. Human and physical geography will encompass the description and understanding of key aspects of geography, for example: climate zones, rivers, mountains, volcanoes, earthquakes, the water cycle, types of settlement, economic activity and the distribution of natural resources and the impact they have on people.

Implementation: -

To ensure our teachers provide the best opportunities for the delivery of the geography curriculum, the content of the subject has been carefully sequenced building from EYFS to KS1 to KS2 and is underpinned by key substantive and disciplinary knowledge and concepts. This is clearly mapped out in our Overview of Geographical Learning document.

At St Mary's we teach Geography through a variety of creative and practical approaches including: fieldwork, schemes and practical investigation. In KS1 and KS2 we use Oddizzi, an online subscription based resource to support our planning and delivery of high quality geography teaching - this is enhanced and supplemented further when needed and so appropriate for our children and school context.

Geography is timetabled and taught at least three times throughout the year explicitly, although Geography skills may also be developed on a cross-curricular basis alongside other work and wider curriculum opportunities. Teachers use spaced practice to space their Geography learning across the half term to ensure concepts are revisited and remembered. Geography is often used in an interleaved manner too, such as in local fieldwork alongside local History work.

Teachers will make use of knowledge organisers to share key knowledge and vocabulary for every half term's unit, which will enable children to understand the exact knowledge/vocabulary that needs to be learnt by the end of the half term to give them a better understanding of their world.

Teachers will start a new geography unit with an 'Initial Retrieval Practice map' to ensure the pupils retrieve previous learning from the previous unit of work with the same geographical concept.

Our learning environment will reflect the current learning and creates opportunity for children to refer to concepts, knowledge and skills taught. Essential resources needed to deliver map skills will be made available to children in the classroom. Where possible and relevant, trips will be organised to give children first-hand experience to develop the knowledge and concepts taught in the subject.

Impact -

Pupils record their learning in a variety of ways, recorded within their geography books (from Summer 2024 these will be passed up with each year group annually allowing pupils to reflect and retrieve prior learning) and via digital means such as ClassDojo and Seesaw. Evidence of the learning is dependent on the lesson outcome; year group and the knowledge and skills being developed. This can be in the form of: written outcomes, tables and charts, photographs of practical/ fieldwork activities and speech bubble comments relating the learning.

The use of retrieval practice strategies built into the learning will help teachers identify how much knowledge has been learnt in a unit. At the end of each unit, children will complete an assessment, which is authentic to the discipline being taught and in many cases, also a multiple choice quiz. This information informs teacher assessments of children working towards, at and above the expected standard which will be identified at the end of each unit.

Subject leaders will conduct learning walks, book scrutiny and pupil voice interviews to measure the impact of our teaching, based on how much children can remember.

Subject leaders will meet with their cluster schools networks on a regular basis and will moderate the planning, work and monitoring outcomes from their setting to ensure that standards are meeting or exceeding the expectations of the EYFS and National Curriculum.