

Subject on a page

Geography

At Grace Mary Primary, we believe that geography helps children to make sense of the world around them and piques their curiosity in places and people. It engages pupils in their world, often spurring them into action, and is fun!

INTENT



Inspire curiosity and a lifelong interest in the world and its people.



Develop secure geographical knowledge of places, environments and processes.



Foster understanding of human-environment interactions, sustainability and global interdependence.



Develop geographical enquiry, fieldwork and critical thinking skills.



Build a rich geographical vocabulary and the ability to communicate geographical understanding.



Ensure knowledge, concepts and skills are sequenced, connected and retained over time.

IMPLEMENTATION

-How do we achieve our aims?

At Grace Mary Primary School, we believe that geography should inspire curiosity and fascination about the world and its people. Through a carefully sequenced curriculum, pupils develop both substantive geographical knowledge (what geographers know) and disciplinary knowledge (how geographers investigate, interpret and explain the world).

Progression model

To ensure that pupils develop a secure knowledge that they can build on, our geography curriculum is planned and organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way.

EYFS/KSI/KS2

Guidance is taken from development matters and the national curriculum which outlines the expected curriculum to be taught.

Concepts

The curriculum is organised around key geographical concepts.

These concepts are revisited regularly to deepen understanding and strengthen connections between areas of learning.

Pupils develop both:

Substantive knowledge- The facts, concepts and information that geographers know.

Disciplinary knowledge- The ways geographers investigate, analyse, interpret and communicate understanding about the world.

1. Boundaries
2. Cartography
3. Change
4. Climate
5. Interdependence
6. Movement
7. Physical geography
8. Resources
9. Settlements

Workbooklets

From Year 2 to Year 6, geography is delivered through carefully designed workbooklets.

Workbooklets support learning by:

- Providing a coherent and well-sequenced curriculum.
- Supporting regular retrieval of previously taught knowledge.
- Developing pupils' disciplinary thinking and geographical understanding.
- Offering access to ambitious geographical reading.
- Providing opportunities for discussion, analysis and extended writing.
- Ensuring all pupils engage with challenging and meaningful content.

We believe that pupils demonstrate geographical understanding most effectively through discussion, explanation and writing. Opportunities for meaningful oral and written outcomes are therefore embedded throughout the curriculum, including extended geographical writing where appropriate.

Assessment

Formative Assessment

Teachers use ongoing assessment to:

- Identify gaps and misconceptions.
- Check understanding during lessons.
- Inform future teaching.
- Adapt instruction in response to pupil understanding.

Summative

- EYFS to Year 6 pupil book studies conducted by the geography leader and phase leaders.
- End-of-unit quizzes assessing both substantive and disciplinary knowledge.
- Extended geographical writing opportunities from Year 2 to Year 6.
- Pupil voice activities.
- Curriculum monitoring activities.

IMPACT

-How will we know we have achieved our aims?



Children demonstrate secure knowledge of places, locations, environments and geographical processes.

Children understand how human activity and physical processes shape and influence the world.

Children explain how people, places and environments are interconnected and interdependent.

Children use precise geographical vocabulary and communicate their understanding effectively.

Children apply geographical enquiry skills to investigate, analyse and explain geographical phenomena.

Children show curiosity about the world and engage thoughtfully with local, national and global issues.