

## Geography

### Intent

At St Mary's we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at St Mary's enables children to develop knowledge and skills that are transferable to other curriculum areas. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and problem solving skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable.

### In St Mary's these aims are delivered through our Threshold Concepts

- **Investigate places.** This concept involves understanding the geographical location of places and their physical and human features.
- **Investigate patterns.** This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.
- **Communicate geographically.** This concept involves understanding geographical representations, vocabulary and techniques.

### Implementation

Geography at St Mary's is taught in blocks throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Strong links between geography and literacy lessons are identified, planned for and utilised. The local area is fully utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice.

### Impact

Outcomes in curriculum and literacy books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge. As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context. Regular school trips provide further relevant and contextual learning.