



Our Vision

At St Hilda's Church of England Primary School, we nurture children to become respectful British Citizens and achieve their potential.

Together we unite to discover, value and develop the aspirations of each individual within a trusted, caring community.

Teach me knowledge and good judgement, for I trust your commands.

Psalms 119:66

Aim

The geography curriculum aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places –including their defining physical and human characteristics
- understand the processes that give rise to key physical and human geographical features of the world
- are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Intent

At St Hilda's C of E Primary School, we follow the 2014 National Curriculum for geography and Development Matters in the Early Years and Foundation Stage to ensure that all children:

- Gain a coherent knowledge and understanding of Britain's physical and human geography and that of the wider world which helps to stimulate their curiosity to know more about our planet.
- Learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- Begin to understand about the relationship between places and people, resources in the environment, physical and human processes and the formation and use of landscapes.

Implementation- sequence of learning and big questions.

These skills are embedded within geography lessons and developed throughout the children's journey through the geography curriculum. By the end of their primary education, children will have the foundation of a secure understanding of British human and physical geography. The study of important parts of world geography runs in parallel with this. They should be able to draw comparisons and make connections between different parts of Britain and the world and their own lives.

The content and principles underpinning the geography curriculum are taken from the 2014 National Curriculum, for Key Stages one and two and the EYFS Framework, for the Foundation Stage. Cross curricular work is planned when appropriate.

Teachers are actively encouraged to look elsewhere for additional material including on-line resources, to complement and expand the above. Trips and visiting experts are used to enhance learning. We also encourage project and enquiry based approaches to learning with an emphasis on people and community in our local area.

Teachers, in parallel classes, plan together to create engaging and informative teaching and learning opportunities which take into account prior learning, planning opportunities for assessment and identifying suitable future targets.

Progression in geography will be assessed through listening to children's responses and contributions to discussions and evaluating their written work. An age-related assessment will be given to parents/carers in reports.

Impact

All children are given the opportunity to attain age related expectations in geography by the end of Year 6, so that children can reach and exceed their potential in geography.

As geographers, children will gain a broad understanding of peoples and places to influence the decisions they make in their future lives.

Equality impact assessment

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. monitoring and evaluation
We ensure equality and diversity is embedded in all areas of the curriculum.

Professional development

All staff have access to an annual cycle of professional development that is timetabled for weekly sessions on curriculum and is in line with the school development plan priorities. Subject leaders also have individual training and development in line with their roles and responsibilities and in relation to performance management targets.

Health and Safety

Pupils should be safe in school and when undertaking out of school activities. Adults will carry out effective risk assessments for all relevant activities. The risk management to keep them safe should be proportionate to the nature of the activities.

Teachers are able to take pupils on exciting geography school trips that broaden their horizons. The teacher is accountable for the health and safety of the support staff and pupils in the classroom and whilst on trips.

Children will be taught to recognise and avoid any potential risks and hazards in their environment. They will be expected to be able to explain the reasons for care and attention and to outline the procedures necessary to control the risks for themselves and others.

Organisation

Subjects are taught in themes in the Early Years and the curriculum covers the areas of the EYFS framework.

At St Hilda's C E Primary School, we teach the requirements as set out in the 2014 National Curriculum for all curriculum areas.

Geography is taught as a discreet curriculum subject from year 1 to year 6.

Links are made between subjects to ensure that children's learning is progressive and cross curricular.

As part of the curriculum trips, visitors and experiences are planned to enhance learning.