

Geography Curriculum

"The study of geography is more than just memorising places on a map. It is about understanding the complexities of our world." Barack Obama

In our school, we want the teaching of geography to inspire pupils to be curious and fascinated about the world around them. We want our children to have no limits to what their ambitions are. Our inclusive curriculum encourages and supports all children to be Geographers and life-long global citizens who understand how they can make a difference to the world they live in. Adaptations are made to our curriculum planning to ensure all learners can thrive.

The intention of the Geography curriculum in our school is to inspire children's curiosity and interest to explore the world that we live in and its people. We intend to equip children with geographical skills to develop their knowledge through studying four strands: locational knowledge, place knowledge, human & physical geography and geographical skills/fieldwork. Our curriculum is planned to develop contextual knowledge of England and other countries, together with a deep understanding of the Earth's key physical and human processes that make it our world. Geography, by nature, is an investigative subject. Through our teaching, we intend to provoke thoughts and questions. We encourage children to discover answers to their own questions through exploration and research to enable them to gain a greater understanding and knowledge of the world and their place in it.

As pupils study geography, they encounter different societies and cultures, which helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values and their rights and responsibilities to other people and the environment.

Our geography curriculum is carefully mapped out in our long-term plan. This outlines when key concepts will be taught and revisited and shows how these concepts progressively lead towards children achieving our identified geography curriculum end points, whilst supporting children's retention of knowledge and skills.

Children develop their geographical understanding through the study of seven key concepts:

- Place
- Space
- Environment
- Interconnection
- Sustainability
- Scale
- Change

The use of these concepts in our curriculum planning provides a high-level of ideas or ways of thinking that can be applied across the subject to guide or assist decision making. These are the key ideas involved when teaching children to think geographically.

Through geographic enquiry and the application of geography skills, our pupils are given opportunities to develop an awareness of their immediate surroundings, other places and how people have used their environment. We want pupils to develop respect for other people different to themselves and the environment. As pupils study geography, they encounter different societies and cultures, which helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values and their rights and responsibilities to other people and the environment.

This document shows the knowledge progression from EYFS to Year 6. It follows the 4 strands from the National Curriculum: Locational knowledge, place knowledge, human & physical geography and geographical skills/fieldwork:

[Sticky knowledge yearly progress.docx](#)