



Geography Intentions, Implementation and Impact Statement

At St Philip's, our Geography Curriculum is driven by our whole school vision and values.

**Happiness, Love and Security Abound
Everyone is Special
Every achievement is celebrated
Relationships and teamwork matter
A beacon of light in the community
Christ is in everything we do**

Subject Leader: Natalie Lamb

Geography: Intentions

Geography is the study of how the world works and how people survive in it. Physical geography develops children's understanding of how the Earth was formed in the past and is still an evolving planet within a vast universe. This is interrelated with human geography, which develops children's awareness and appreciation of the world's places and people, including how people interact and relate to each other.

Educating for Wisdom, Knowledge and Skills

Children will have a sound knowledge of the areas outlined in the National Curriculum. Regular revision of past learning and key vocabulary allows children to retain and build on their understanding of the world to become confident geographers.

Children develop a range of **Skills** such as enquiry, collation, examination and analysis of data and evidence (including fieldwork), problem solving and using technology. Map skills will be revisited and built on each year, including digital mapping tools. Pupils will gain a sense of **Place**, learning where places are and why they are different, for example as a result of environmental forces. They will have a sense of where they are in the world by understanding **Scale** – from local to national to global. The **Connectedness** of physical and human geography is made clear in our knowledge organisers, which also pay explicit attention to the progression of skills. Children will also explore the **Processes** behind the changes that have occurred and are still occurring in our world's environments, societies and landscapes.

Geography is innately cross-curricular, incorporating a balance of skills for success. Scientific, Mathematical and Reasoning skills, Literacy and Speaking and Listening skills are all intrinsically a part of Geographical enquiry. Oracy is a focus in which we hope to literally give our pupils a voice through which we can develop their ability to think and write. Geography also has direct links with History, as Geography includes measuring change over time. Pupils are guided to use Geographical vocabulary confidently and accurately, with appropriate adjustments made to ensure all pupils are finding their Geography learning accessible yet challenging and inspiring.

Educating for Hope and Aspiration

Geography is the study of all of the incredible phenomena and human intricacies that make up our amazing planet, sparking a thirst for exploration in our children. There is ample opportunity to link to our Christian values during Geography lessons, to feed pupils' sense of appreciation, awe and respect at the natural world and its inhabitants. Geography enables children to understand how humans can positively interact with both their surroundings and each other in our multilingual, multicultural and multi-faith world. By exploring how other countries and cultures live, pupils learn the value in celebrating differences and shared perspectives.

Increasingly, in our rapidly changing world, the need for a sustainable future is becoming ever more important and relevant. Children develop an ecological understanding of how human actions impact on environments, societies and land uses across the globe. They also begin to see how they will put their own footprint on the planet through their responses. Children will understand the importance of personal responsibility on the small scale, and how this can impact on global actions and attitudes towards our planet.

Educating for Community and Living Well

The inherent connectedness of physical and human geography is key here, as children understand how human actions impact on the environment, society and landscapes across the globe. This links closely with our 'St Philip's Standards' of Respect and Responsibility – first extending beyond the close school community to understand what it means to be British in this present time, then further again to the natural world and the people living in it. With this comes an awareness of social and environmental responsibility, with children appreciating how they can contribute to the modern world with tolerance and respect for others, both in and beyond school. Pupils will have opportunities to explore inequality and pressures felt in different parts of the globe, alongside how stereotypes can be challenged by diverse representation. Wondering Wednesday (Picture News) offers children the chance to use oracy to form and voice their opinions on current issues and dilemmas from around the world.

Children also learn how new technologies and approaches are changing our world, for example the need for an increase in recycling rather than dumping waste. They discover the impact of using sustainable and renewable energy resources compared to non-renewable sources, and the scope for further improvements in this area. Using the local area for fieldwork opportunities shows our children how there is always new knowledge to be gained, and that their community is a living, breathing, changing place that they are active members of. The Geography page on the school website is updated regularly to share and celebrate Geography projects and pupil's learning with the wider school community. The eco warriors are confident within oracy when it comes to discussing latest projects and sharing these with the school community.

Educating for Dignity and Respect

As so much of Geography is connected to humanity, it is important to ground all learning in the intrinsic value of people as individuals, as well as communities coming together. Children develop an accurate representation of Britain and the World today, with an appreciation of how this may have changed from the past. Sensitivity towards different cultures and communities is crucial, as is addressing any stereotypes and prejudices with understanding and compassion. Pupils gain insights into the complex dynamics at play (e.g. social, economic, environmental factors) that combine to create distinctive and diverse localities, understanding the need for tolerance and respect for their fellow humans sharing their planet. The overarching theme of respect for God's world is also integral to the teaching of Geography at St Philip's.

By the end of Primary School, we want our children to leave with a range of positive Geography experience and skills, so that they feel empowered and equipped to tackle the many challenges and opportunities that our world has to offer.

Geography: Implementation

Class teachers are supported in a number of ways:

- A subject leader with developing subject specialist skills in Geography.
- An outline of the scheme of work with clear progression of skills and knowledge.
- A series of Geography ladders which outline progression.
- Word banks for EYFS, KS1 and KS2.
- Involving the use of outside visitors and speakers who are experts in different fields – developing oracy within children's' learning.

INSET which has:

- Familiarised and equipped teachers with their year group expectations.
- Demonstrated activities to develop understanding of why we teach Geography.
- Developed the knowledge base of the Subject Leader so that support can be offered to other staff members.
- Enabled 'drop ins' and book scrutiny by Subject Leader to be fair and transparent.
- Enabled teachers to consider 4 aspects of oracy – physical, linguistic, cognitive and social/emotional

Geography is also promoted through:

- Themed weeks or days, e.g. a focus on Australia during Commonwealth Games 2018.
- Church links through the annual Harvest appeal e.g. beekeeping and Water Aid in Rwanda.
- Displays in classrooms and corridors, highlighting cross-curricular links e.g. landmarks in Liverpool/ Islam in Southport,
- Class worship which is linked to democracy and our British Values, e.g. Brother Andrew/ Votes for Women.
- Worship which reflects our interdependence on others and links to the wider world, e.g. Remembrance Day/ the work of the Bible Society.
- Competitions (in collaboration with History Ambassadors) such as favourite places around Southport/ Travel Diaries kept during the summer holidays.
- Engaging with the local community through choir and church links such as 'Welcome In', and the charity Sustrans looking at improving local roads to be more suited to pedestrians and cyclists.
- Regular website updates.

Geography: Impact

- Informed and enthusiastic staff members and visitors who in turn engage and enthuse pupils across year groups.
- High levels of pupil enjoyment of Geography who engage with the world around them and care for it and its peoples.
- High quality examples of Geography across the age range in terms of oral and written work. Where appropriate, work displayed in classrooms and corridors. If you can not speak it you can not write it.
- A sense of Geography as a discreet subject with incorporated skills and vocabulary, but also of its connections to other areas of the curriculum and its relevance in our world today.

How do I know if I am better at Geography now than I was?

Pupils are encouraged to look back and see their emerging skills and successes. The areas outlined in the National Curriculum and our school skills ladders overlap, but below is an indication of the progress expected. This will often move from the ability to talk (oracy) and write briefly in EYFS about their immediate and concrete world to become significant pieces of written work which demonstrate reasoning in UKS2 and a greater knowledge of more distant, abstract places.

By Years 5 and 6, pupils can see that:

Understanding of Place in the World

- Their knowledge of where places are extends beyond their address and school in Southport – beyond the local area to include the United Kingdom and Europe; and North and South America so considering the locality and its links to the wider world.
- They will have some understanding of how people are influenced by their environments, culture, faith and politics.
- They will acknowledge 'change' and how this impacts on environments, landscapes and peoples.

Geographical Enquiry

- They will use an increasingly appropriate geographical vocabulary e.g. biomes/ deforestation/ renewable/ evaporation etc.
- Finding out about other countries has moved on from a picture-based approach and dressing up in EYFS, to one that uses a wider range of sources which also include technology (especially in real-time mapping).
- Use of sources has moved on from extracting information to examining its usefulness and reliability.
- A greater ability to ask and answer their own questions.

Geographical Interpretation

- They have developed an awareness of bias and stereotype through their use of sources, e.g. a realisation that not all of Africa is underdeveloped.
- They can see that some sources differ and why that might be, e.g. a comparison of climate graphs for the same place but at different altitudes.

Organisation and Communication

- Use of specific vocabulary has increased and is subject related via explicit use of word banks, vocabulary challenges and knowledge organisers with an emphasis on high quality speaking and listening within lessons to develop oracy.
- Extended written work has moved from the talking and description (what I know) to report and argument with evidence and reasoned responses. They can also debate issues in a democratic way.