



Geography - Intent, Implementation and Impact

'Through the love of God, we protect our school community. Together we trust, hope, persevere and flourish on life's great adventures.'

"Geography is a subject which holds the key to our future." Michael Palin

Intent

At St Paul's we inspire pupils to become curious and explorative thinkers with a rich knowledge of the world. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our curriculum we aim to build an awareness of how geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active and courageous citizens who will have the skills and respect to contribute and improve the world around them. We want our pupils to protect the environment they are a part of and have a moral compass, a deep interest and knowledge of their locality and how it differs from other areas of the world. We want children to have a love for geography, a growing understanding of key concepts and understand stand and use a wide vocabulary which will then allow them to flourish on life's great adventure.

Implementation

Our geography curriculum is carefully designed to provide a structured and progressive learning journey for pupils from Reception to Year 6. It is based on the Early Years Foundation Stage (EYFS) Statutory Framework and National Curriculum for Geography and Knowledge and Understanding of the World, which defines clear learning objectives and ensures a logical progression of skills and knowledge acquisition throughout the primary phase.

- Children will be immersed in an area of local geography at the start of each year; this is taught through the unit of 'Our Bradford'.
- The 'KAPOW' scheme is the skeleton for our geography curriculum, we make it unique by adding local context with an awareness of overcoming barriers.
- Children learn and have the opportunity to understand; locational knowledge, place knowledge, human and physical geography and Geographical skills and fieldwork.
- School visits, walks or trips to allow geography to be learnt outside the class; use of playground to use the local surroundings to understand concepts
- Rainbow retrieval at the start of every lesson to ensure children can remember things they have learnt from previous lessons, years and key stages.
- Use of a spiral curriculum with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning.
- Engaging activities, opportunities to work in pairs and groups
- Providing lots of opportunities to talk
- Use of atlases and maps to develop confidence in map reading skills but also become a well-rounded geographer
- Use of 'Globe' in Key Stage 2 to broaden children's knowledge of the world
- Where in the world- to allow children the opportunity to makes links to the world from other subjects/ topics
- Subject specific vocabulary explicitly taught, revisited and applied in discussions and written outcomes.
- Working walls reflective of learning and aid retrieval.
- Children have access to high quality reading for pleasure texts both fiction and non-fiction, which link to historical topics being studied (Reading Spines)

Impact

Our pupils should leave school equipped with a range of skills and knowledge to enable them to study geography with confidence at Key stage 3. We hope to shape children into curious and inspired geographers with respect, appreciation and a sense of community for the world around them alongside an understanding of the interconnection between the human and the physical world. Our geography curriculum promotes cultural capital by exposing pupils to diverse cultures, societies, and global issues, contributing to their broad and balanced education. Pupils are equipped with the necessary knowledge and skills to participate in discussions and debates about global issues, developing empathy, tolerance, and respect for others.