



ST. ANNE'S C.E.(VC) PRIMARY SCHOOL
GEOGRAPHY CURRICULUM STATEMENT

'Together with God, Making Learning a Life Long Friend'

At St Anne's we believe that Geography helps to provoke and answer questions about the natural and human worlds, encouraging children to develop a greater understanding of their world and their place in it. Geography is, by nature an investigative subject, which develops an understanding of concepts, knowledge and skills, these skills are transferable to other curriculum areas. In addition, it also helps to promote children's spiritual, moral, social and cultural development. 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; our intention is to promote children's interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Through the framework of the National Curriculum, St Anne's uses the thematic/topic approach as the basis for our curriculum planning in geography. These plans define what we will teach, and ensure an appropriate balance and distribution of work across each term. We plan through topics that will link to other areas of the curriculum. Lessons and activities in geography will build on the children's prior learning. This is now implemented with the support of the Oddizzi scheme of work, which provides staff with support materials and resources to help teach interactive geography lessons. Staff encourage the development of age-appropriate, accurate knowledge of the location, physical and human characteristics of a wide range of globally significant places. They encourage the correct use of geographical skills e.g. map reading, collecting and analysing data. Children are encouraged to present a range of data, gathered through experiences of fieldwork, to deepen understanding of geographical processes and to use and interpret a wide range of sources of geographical information, including maps, diagrams, globes and aerial photographs. We try to use our local area to our advantage as much as possible to embed these skills

and also use geographical vocabulary which is appropriate and accurate and which develops and evolves from EYFS to KS1 and through to KS2. Staff provide children with open ended leading questions to help them think more deeply into geography and geographical skills.

In Year 4 the children have investigated The Americas and used *Mardi Gras* to launch their topic by creating masks and listening to music. In Year 1 the children travelled to Manchester Airport and examined the different jobs that people do at the airport. Photographs and topic webs are shared with parents on a regular basis. To support their mountains unit the children of Year 3 take part in some virtual field work to Everest base camp to deepen their understanding of life living on a mountain.

Subject leaders will assess whether our geography teaching is having an impact by regularly monitoring children's books, collecting photographic evidence and by talking to children about what they have learned.

Regular assessment will take place and teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.