



## St Augustine's Catholic Primary School and Nursery

### GEOGRAPHY STATEMENT OF INTENT

#### **Intent**

At St Augustine's we believe that geography helps to provoke and provides answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding of their locality, the world, as well as their place in it. The geography curriculum at St Augustine's enables children to develop the knowledge and skills that are transferrable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. 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; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the earth's key physical and human processes. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferrable, throughout their time at St Augustine's and also to their further education and beyond.

#### **Implementation**

Geography at St Augustine's is taught in blocks throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across

topics throughout each year group across the school. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Where possible, cross curricular outcomes in geography are specifically planned for, with links between geography and other areas of the curriculum identified and developed. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

## **Impact**

In geography, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge and understanding of each unit of work covered throughout the school. The children's knowledge and understanding are assessed against the 2014 National Curriculum statements for Geography. This is both ongoing, to inform future planning, and summative to share with staff, leaders and parents. This ensures lessons are well matched to the needs of the children, and by the end of each key stage, content within the National Curriculum is covered to prepare pupils for the next phase. Teachers work together to ensure this is met and all topics are carefully planned to ensure children have a broad and balanced geography curriculum. Outcomes in knowledge books, evidence a broad and balanced geography curriculum and demonstrate the children's acquisition of identified key knowledge. Children review the agreed successes at the end of every session and are actively encouraged to use their knowledge organisers to consolidate learning, with support from their teachers. Weekly quizzes also give the children a chance to revisit previous learning in a fun way.