



# St Thomas of Canterbury Catholic Primary School



## Geography Subject Statement

### INTENT

“A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.” – *National Curriculum 2014*

By the end of their time at St Thomas of Canterbury, we want children to:

- Have a broad and deep understanding of the four areas of geography
- Develop a contextual knowledge of the location of globally significant places and an understanding of the processes that give rise to key physical and human geographical features of the world
- Have a curiosity about and a fascination with the world and its people that will remain with them for the rest of their lives
- Have experienced at least two different local visits involving fieldwork

Our themes offer a range of opportunities for investigating places around the world as well as physical and human processes. Lessons are intended to improve children's geographical vocabulary, map skills and place knowledge and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject. As pupils progress through the school, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

### IMPLEMENTATION

At St Thomas of Canterbury, we teach geography through a structure and sequence



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of lessons. This enables teachers to ensure they have covered the skills required to meet the aims of the national curriculum.

Geography at St Thomas of Canterbury R.C. School is taught in themes 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 these are mapped across the school, ensuring that knowledge builds progressively and that children develop skills systematically. Existing knowledge is checked at the beginning of each topic, as part of the KWL strategy (What I know, What I would like to Know and What I have Learned). This ensures that teaching is informed by the children's starting points and that it takes account of pupil voice, incorporating children's interests. Tasks are selected and designed to provide appropriate challenge to all learners, in line with the school's commitment to inclusion. At the end of each theme, key knowledge is reviewed by the children and rigorously checked by the teacher and consolidated as necessary.

Cross curricular outcomes in geography are specifically planned for and these are indicated on the whole school Geography Knowledge and Skills Progression Map. The Geography provision is also well-resourced and specific resources are mapped to specific year groups and themes to support effective teaching and learning. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

## IMPACT

Outcomes in theme books evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge relating to each of the identified national curriculum strands, as appropriate to key stage; locational knowledge, place knowledge and human and physical geography. This is in addition



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to the development and application of key skills, supported by fieldwork.

As children progress throughout the school, they will develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context. The impact of geography teaching and learning will be monitored through book looks, pupil conferencing and learning walks.