

# Geography Curriculum



**Highfield  
Church of England  
Primary School**

# Geography Curriculum



*If it is for this life only that Christ has given us hope, we of all men are most to be pitied.*  
(1 Corinthians 15: 19)

## Intent

At Highfield Church of England Primary School, we are committed to helping children understand their surroundings and the wider world through geography. This subject explores places, the human and physical processes that shape them, and the people who live in them. Our curriculum focuses on developing vocabulary and fostering curiosity, critical thinking, and a deep understanding of the world.

## Purpose of Study

Our high-quality geography education inspires lasting curiosity and fascination about the world and its people. It provides knowledge about diverse places, resources, and environments, and a deep understanding of physical and human processes. As pupils progress, they gain insights into how these processes interact and shape our landscapes and environments.

Aligned with our school's Christian foundation, we aim to nurture each child's inquisitiveness and instil a sense of awe and wonder about the world, appreciating its beauty as part of God's creation.

## Aims

Through our planned programme of work we intend that geography will:

- Stimulate children's interest in their surroundings and in the variety of human and physical conditions on the earth's surface;
- Foster children's sense of wonder at the beauty of the world around them;
- Help children develop an informed concern about the quality of the environment and the future of the human habitat; and
- Thereby enhance children's sense of responsibility for the care of the earth and its people.

Our geography curriculum at Highfield Church of England Primary School aims to cultivate each child's curiosity about the world, supported by a strong foundation in geographical knowledge and skills.

# Disciplinary Knowledge



## Curriculum

**Early Years Foundation Stage** – During the Early Years Foundation Stage children are developing the crucial knowledge, skills and understanding that help them make sense of the world, and which lay the basis for later work. Activities aim to enable children to develop observational and questioning skills about where they live and the natural world, and to develop their geographical vocabulary.

**Key Stage 1** – In Key Stage 1, geography is about developing knowledge, skills and understanding relating to the children's own environment and the people who live there, and developing an awareness of the wider world.

**Key Stage 2** – In Key Stage 2, geography is about developing knowledge, skills and understanding relating to people, places and environments at different scales, in the United Kingdom and overseas, and an appreciation of how places relate to each other and the wider world.

## Planning

Long term planning shows the units to be covered, term allocation, links to previous and future learning, enquiry questions, vocabulary, substantive concepts and reflection questions, as well as key knowledge and skills to be assessed throughout the unit.

Medium term plans contain brief overviews of individual lessons, including adaptation for different levels.

Individual lessons are planned directly onto lesson presentation flipcharts. They generally begin with a Prove It retrieval practice, before introducing the lesson's objective to the children through a variety of instructional slides, questions for children to consider, vocabulary definitions and activities. There is also reference made to the unit's reflection question, which encourages children to consider elements of geography in a way that fosters their spirituality.

## **Assessment, Recording and Reporting**

For each unit, a small selection of key knowledge and key skill statements are listed on the Long Term Plan, and units of work are tailored towards children developing in these areas. At the beginning of each unit, children may complete a pre-assessment task. This can provide teachers with a starting point of what they need to teach, and shows which children may already have gained knowledge about the topic outside of class and as such may be challenged further during the topic.

Teachers consistently use formative assessments to gauge how well pupils are learning and retaining information. Each lesson across the curriculum starts with a review of previous learning, called a 'Prove it'; these activities may be done individually or simply be a whole class discussion, and may link to the previous lesson or learning from previous units, especially where they might link to the learning of the upcoming lesson.

We assess the children in order to ensure that they make good progress in this subject. This may be done informally during the lessons in order to evaluate what the children have learned or through specifically designed end of unit assessment tasks.

At the end of each unit, teachers will record which children in their class have secured and mastered the knowledge and skills requirements for any units covered that term. Overall 'best fit' grades for knowledge and skills will be recorded on SIMS in the Summer Term and reported to parents in end of year reports .

Children keep records of their learning in their geography exercise books (shared with History in KS1).