**Why we believe that Geography is important:**

* Promote curiosity and children’s understanding of the world
* Enables children to be more knowable about diversity, which includes places and people.
* Children link aspects of geography to current issues in the world that are happening right now, which provides purpose and context.
* It should deepen their understanding of the links between physical and human processes.
* Gives children confidence to understand and ask questions about how to protect and improve the world and its environment (links to our ECO flag and Eco School status).
* The experiences at school will spark interest, a career or passion for Geography which is present for their whole life.

**Intent:**

* Have an excellent knowledge of where places are and can visualise what they are like.
* Understand how places are interdependent and interconnected through human and physical geography.
* Can use an extensive range of geographical vocabulary and use this knowledge to explain their answers.
* Have the ability to apply questioning skills in complex, geographical enquiry to analyse and present their ideas.
* Reach clear conclusions and develop a reasoned argument to explain their findings.
* Can use highly developed and frequently utilised fieldwork and other geography skills and techniques well.
* Have passionate ideas about the subject, due to their curiosity in finding out about people and the world.
* Can express well-balanced opinions using their knowledge of current and contemporary issues in society and the environment

**Implementation:**

* Children are taught geography throughout termly topics in mixed ability attainment groups as it allows for whole-class debate and discussions, which enables everyone to hear the same vocabulary and teaches the same geographical skills.
* A geography skills progression document shows which skills are taught in geography by the end of lower school (y4) and by the end of upper school (y6).
* Support is provided (if needed) to staff for geography planning and resources.
* Geography is inter-weaved into all lower school and upper school termly topics. This is mapped on a two year academic cycle whole school curriculum document. In the two cycle, there are one or two whole school topics that link to current developments in the world (e.g. climate change/plastics in oceans).
* Throughout all subjects, there are opportunities to apply and adapt their geography learning which is rich, broad and balanced. They use oracy, literacy and numeracy skills in geography and vice versa. (e.g. compass points in maths)
* Connections are made in geography to SMSC, British Values and PSHE, to explore how they can make a difference to the world.
* The children study locations, places and environments linked to human and physical geography inside and outside the classroom.
* Residential and school trips enable children to use their geography skills and vocabulary in a real-life context and purposefully.
* Children are taught three key areas in geography: investigating places, investigating patterns and communicating geographically.
* MTP planning is reviewed to ensure continuity and progression of geographical skills and knowledge.
* Any resources linked to geography are shared with staff and used to support planning.

**Impact:**

* Staff feel confident with what they are delivering in lessons and are excited to plan geography within the curriculum.
* Children can think and talk like geographers, which result in the best possible progress and outcomes.
* They can apply their geographical knowledge to other subjects and problem solve.
* When sharing and discussing their ideas, children are coherent and confident.
* Children show a positive attitude towards geography and want to contribute positively to making an impact on the world and our school environment.
* Children enjoy learning about geography inside and outside the classroom.
* Forest school and projects towards the Eco Award/Flag will enable children to see a context and purpose to improving the school environment and the world.

How is this monitored?

* Book/planning monitoring
* Interviewing pupils
* Questionnaires
* Staff meeting/feedback from training/discussions with teaching staff
* Eco school/flag/warriors
* Forest School lessons

Other relevant documents:

National Curriculum

Progression in Geography statements

Whole school curriculum map documents