

***‘Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant.’***

Michael Palin

***Geography Intent***

The teaching and learning of geography at St. Hilary, whilst fulfilling the requirements of The National Curriculum, strives to equip each and every child with the knowledge and understanding to think and act as responsible geographers.

We aim for our children to become local, national and global citizens, empathetic geographical thinkers who consider the near and far through a sense of place, and develop a curiosity and fascination about the world around them.

The teaching of geography will enable children to gain knowledge of the Earth’s key physical and human processes leading to an understanding of the interconnections between people and their environments and an appreciation of how both human and physical features of a place, shape its location and evolve over time.

As well as ensuring the progressive development of geographical concepts (Place, Space, Environment, Scale, Cultural Awareness and Interconnections), knowledge and skills, our geography curriculum offers enriched learning experiences through our broad and balanced REAL projects. Our unique coastal setting with local beaches, rivers, moors and woods lends itself to authentic, purposeful fieldwork with real life mapping and enquiry skills, ensuring that geography is felt through the soles of our learner’s feet.

We start small and local, get bigger and go large to broaden our children’s horizons to the greater world, developing an appreciation of what global citizenship looks like. A balance of knowledge, enquiry and interpretation skills coupled with the experiences and opinions of personal geography results in life-long learners who have a sense of wonder about the world they live in and a real empathy about the diversity of people, places and environments.



***Geography Implementation***

To ensure the highest standards of teaching and learning in geography, we implement a fully inclusive curriculum that is progressive throughout the whole school and focuses on key knowledge, skills and the acquisition of geographical vocabulary and concepts.

Our geography curriculum is based upon the Primary National Curriculum and we have used this framework to produce our own progression document, ensuring coverage from EYFS to each subsequent year group, building upon prior learning and revisiting concepts.

When planning geography lessons, teachers follow the progression of knowledge and skills document whilst ensuring that they maximise learning opportunities linked to the termly project and utilise the local environment. Wherever possible we take the learning outside and organise trips, walks and experiences to fully immerse our geographers.

Project tuning takes place each term and staff share their plans and intended authentic outcomes. It is an opportunity for geography leaders to ensure that engaging activities and educational visits are offered to enrich the curriculum and make it broad, balanced and ambitious.

Curriculum overviews are shared with parents termly which outline the projects and communicate our geography focus. Knowledge organisers for geography rich projects include key vocabulary, maps, diagrams and relevant information which is used to assess knowledge at the start and end of the term.

From the reception children at St. Hilary embarking on a weekly welly walk to explore Friendship Woods, through to Year 6 on a coastal walk to Perranuthnoe beach, observing cliffs and coastal erosion, our young geographers have first-hand experience of physical and human features, bringing the subject alive and making it relevant and purposeful.

Incorporating our 3 E’s ( Leading Edge Academies Partnership values) is very much part of the teaching and learning process too and therefore links to equity, evolution, and excellence are upheld in geographical questioning and enquiry. Where is this place? What is it like? Why is it changing? How is it connected to other places?

Developing opinions, debating issues and collecting and evaluating evidence from a range of sources is equally as important as fieldwork and mapping skills and therefore geography at St. Hilary will encompass all of these fundamental elements and open the eyes of our learners to the wider world.

**Geography impact**

By the time children leave St. Hilary they will be have developed a lasting appreciation of the world they live in and a real passion and curiosity to explore further.

Pupil Voice- Through discussion and feedback children talk enthusiastically about geography and use the vocabulary learnt in lessons to articulate their understanding. They will have the ability to express well-balanced opinions, rooted in secure subject knowledge.

Evidence in knowledge- Have an excellent knowledge of where places are and what they are like and an understanding of how human and physical environments are interrelated. This evidence can be found in project books, on Seesaw, through quizzes, mini assessments and discussions.

Evidence in skills- Have confidence in geographical enquiry and the ability to apply questioning skills. Able to use maps, carry out fieldwork research and interpret results.