



Geography

at St Wilfrid's
C of E Primary School

Curriculum Rationale

St Wilfrid's aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our scheme of work, we hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

We aim for: a strong focus on developing both geographical skills and knowledge, critical thinking, with the ability to ask perceptive questions, explain and analyse evidence, the development of fieldwork skills across each year group, a deep interest and knowledge of pupils' locality and how it differs from other areas of the world, a growing understanding of geographical terms and vocabulary.

Curriculum Content and Sequencing

We have a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge, in particular, is reviewed in each unit to consolidate children's understanding of key concepts, such as scale and place. Cross-curricular links are included throughout each unit, allowing children to make connections and apply their Geography skills to other areas of learning. Each unit also contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible.

Cross Curricular Links inc. SMSC

English – wealth of writing and reading opportunities to ensure key English skills are embedded throughout the curriculum.

British Values, including PSHE links.

Maths – calculating, analysing, measuring, comparing, position and direction, geometry.

Christian Values – objectives link to core values and church school ethos.

Support and Training

Opportunities for shared planning and teaching across school.

Well-stocked resource cupboards to ensure high-quality, learning can take place and take care work can be produced.

Whole-school display space to celebrate achievements.

Progress and Assessment

By the end of each key stage pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Books show progression across each age phase, following the planned for progression of skills from Year 1 to Year 6. Foundation PLE highlights target groups (vulnerable, GDS) to ensure high quality teaching at all levels.

Long Term Plans are monitored by SLT and subject leaders. Impact is constantly monitored through both f.

Verbal feedback and opportunities for rich discussion in every lesson will also provide teachers with informative assessment for learning opportunities to adapt and monitor learning outcomes.

Each unit has a skill catcher and knowledge assessment quiz which can be used at the end of the unit to provide a summative assessment.

Big Ideas

Place: describe and explain places in increasing depth e.g. population, climate, economy, landforms, built environment, soils and vegetation, communities, water resources, culture.

Space: (and their differences) people, cultures and economies.

Environment: (living and non-living) weather, climate soils effects of environment on people and places.

Culture of Opportunity

Residential visits – comparing localities
External providers to immerse children in their learning.
Visits
Exploring the local area