



Statement of Intent for Geography

Learning Growing Believing Together

“Encourage one another and build each other up”
Thessalonians 5:11

Curriculum Intent

Learning is a change to long-term memory. To this end, our aim is to ensure that our children experience a wide breadth of study and will have committed to their long-term memory an ambitious body of procedural and semantic knowledge (knowledge and skills).

At Trinity Church School, we ensure that we inspire in children a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching equips our children with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes.

Breadth of Study

Key Stage 1

Children will develop knowledge about the world, the United Kingdom and their locality. They will understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Key Stage 2

Children will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They will also develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Children will be taught the following elements within the Geography curriculum:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Our curriculum distinguishes between subject topics and *threshold concepts* which tie together the subject topics into meaningful *schema*. The same concepts are explored in a wide breadth of topics. Our *forwards and backwards engineering* of the curriculum allows children to return to the same concepts over and over again, gradually building their understanding of them.

Threshold Concepts

We have identified threshold concepts, the most significant knowledge in the subject, which form schema for pupils to assimilate new knowledge and are referred to in a wide breadth of topics. In geography, threshold concepts mean knowing about:

- Locational knowledge
- Place knowledge
- Human features
- Physical features
- Climate
- Interdependence
- Resources
- Maps, data and information

Milestones

These are the goals that the children should reach to show that they are meeting the expectations of our curriculum. At Trinity Church School, we help pupils progress in geography by:

- carefully sequencing the knowledge that they need to understand geographical concepts in our long term plans
- by providing the vocabulary that they need to articulate their understanding of geography
- by providing the children with *deliberate practice* activities that will help them to make progress towards the milestones and remember what they have learnt

Assessment

We assess the outcomes for geography through our POP tasks which are built into our planning to help us assess how well and how deeply pupils know and understand what we have taught and what the children have learnt.