

Thinking geographically offers a uniquely powerful way of seeing the world. The geographical thinking nurtured through our curriculum tries to keep things whole: relating the near and far, the physical and human, people and environments, the economic and the social. The component parts of our curriculum are based around our pupils' prior knowledge, experiences and our school context. In line with Richard Daugherty's observations (British Educational Research Association and Geographical Association), in designing our curriculum, we strove for continuity, progression and sequencing.

Continuity: we have key concepts which are developed within our geography curriculum because:

***'We need facts in order to think, but we also need concepts to enable us to group information or facts together. The three main organising concepts of geography are place, space and environment'
(Geographical Association)***

Progression: our curriculum has measurable advances in knowledge, understanding and skills through the use of progression maps at key points of a child's learning journey. These ensure teachers have a good awareness of the geography curriculum expectations for each phase.

Sequencing: the sequencing of our curriculum supports the continuity and progression through the effective order of content to build upon prior learning in relation to knowledge and skills.

Fieldwork is vital to geographical practice and therefore our curriculum has a clear focus on developing the required skills for this. Maps of the world and the locality in various scales are used regularly, as are atlases and globes. Pupils regularly conduct fieldwork on educational visits and through the use of digital technologies. Through this, children collect a range of data types, which they then analyse to present their findings to draw together their locational knowledge with human and physical processes. Children build up their knowledge of key fieldwork skills, such as compass directions, from Key Stage 1 and by the end of Key Stage 2 they can use fieldwork to observe, measure, record and present the human and physical features of an area using a range of methods. Through development of these fieldwork skills, there is a clear progression in a variety of areas, particularly the understanding and use of 'scale'. By the end of Key Stage 2, our children are able to recognise and ask geographical questions, critique sources and reflect upon their learning and the methods used.

Our curriculum allows pupils to revisit key geographical concepts to build depth of knowledge and understanding. The breadth and depth of content within our curriculum across a range of contexts, allows pupils to demonstrate greater fluency with world knowledge. Pupils begin with the familiar and concrete and progress to the unfamiliar and abstract. They can make greater sense of the world by organising and connecting information and ideas about people, place, processes and environments, including the relevance of people's attitudes, values and beliefs. They gain a good understanding of the dynamic subject of geography and how thinking and viewpoints change.

An example: Rivers

Pupils look at the key physical features of rivers in Key Stage 1, focusing upon key rivers of the world. Through teaching of the knowledge and development of geographical skills and fieldwork, children gain a good basic understanding of river systems. They begin to look at the related human geography to rivers and learn basic related geographical vocabulary. In Lower Key Stage 2, pupils then build upon this knowledge in studying UK rivers in depth, allowing for the building of effective fieldwork strategies alongside a deeper understanding of river systems and the interconnection between the physical and human geography elements. Also in this phase, they look at The Amazon river in depth and its surrounding ecosystem, alongside the comparison of mountain rivers to other environments. In Upper Key Stage 2, children conduct a detailed investigation in to the River Nile, where they apply their built depth of knowledge and understanding to make comparisons and predictions. They look at changes over time and reasons for this. Through this one example of a sequence of learning, children have the opportunity to increase the range and accuracy of investigative skills and advance their ability to select and apply these with increasing independence to geographical enquiry.

We want our children to think about their impact on the world, and strive to become courageous advocates. We want them to know their own identity and sense of place. Therefore, our geography curriculum builds knowledge and understanding about current and contemporary issues with the environment and society, allowing children to build the ability to express well-balanced opinions. Through the broad and balanced curriculum, children explore a range of cultures and have a good understanding of the diversity of the UK and the World. They look beyond the obvious, are intrigued and are respectful. Various opportunities are provided to look at significant changes to our world, influential people from a range of backgrounds and discuss how children can shape their futures. At the end of Key Stage 2, Children complete a Citizenship themed topic: 'Our Local Area and the Wider World' and 'Our Place in the Universe' to embed these positive and motivational attitudes. These projects, the learning journey the children have made throughout their time at Holsworthy C of E Primary and our communication with the humanities leader at our main feeder secondary school, ensures our pupils are ready for their next phase of education.

