

## Our Geography Provision

### Intent

By the end of Year 6 at Plympton St. Maurice, we want children to understand what it means to be a geographer. Our curriculum offers a coherent view of geographical concepts, from local landscapes to global environments, fostering a deep appreciation of the world around them. It inspires critical thinking and curiosity while equipping children with the knowledge and skills to work like geographers, igniting their love for exploring the planet.

We explore key concepts such as place, space, scale, interconnections, and sustainability through diverse geographical narratives, significant environmental issues, and influential figures in local and global contexts. This foundation helps children make connections, analyse patterns, ask meaningful questions, and create structured narratives about the world. We emphasise geographical enquiry, teaching children to use evidence critically, understand different perspectives on environmental issues, and develop informed viewpoints.

Key aspects of our curriculum include:

- **Spatial Awareness:** Children learn about key geographical features and processes across local, national, and global contexts to understand the relationships between people and their environments.
- **Critical Thinking:** We encourage children to analyse geographical data and sources, distinguish between fact and opinion, and appreciate diverse perspectives, fostering skills essential for informed citizenship.
- **Cultural Appreciation:** We promote exploration of various cultures and their interactions with the environment, helping children understand the complexities of cultural landscapes and human geography.
- **Engaging Teaching Methods:** Through hands-on activities, fieldwork, mapping, and multimedia resources, we actively engage children in learning and foster a lifelong interest in geography.
- **Personal Connections:** We help children relate geographical concepts and issues to their own lives, encouraging exploration of their local environments and understanding their significance.
- **Essential Skills Development:** We equip children with research, interpretation, and presentation skills to prepare them for further study and active participation in societal and environmental challenges.

At Plympton St. Maurice Primary School, we view geography as a dynamic interplay of human and physical processes, not just a collection of facts and maps. Our inclusive curriculum reflects the diverse narratives that shape our world. By fostering curiosity and respect for the environment, we aim to empower our children to become empathetic, knowledgeable, and responsible members of society, nurturing their curiosity while being aspirational with content.

## Implementation

Our curriculum is thoughtfully sequenced to foster a comprehensive understanding of geography from Early Years through Key Stage 2 (KS2). In Early Years, we lay a solid foundation by introducing engaging, age-appropriate concepts focused on personal and local geography. Children explore their immediate environment, share family experiences related to places, and learn about basic geographical features through play and exploration. Activities such as mapping their home or classroom help them distinguish between various places and understand spatial relationships. Storytelling and simple narratives about local landmarks and natural features spark curiosity, while field trips and community visits enhance their connection to the geography around them. Interactive, play-based activities, role-playing, and artistic expressions enhance empathy and understanding of different environments, while basic geographical vocabulary aids children in articulating their grasp of place and space.

As children transition to Key Stage 1 (KS1), the curriculum shifts to a deeper exploration of local and national geography, enhancing their understanding of places, people, and environments while fostering a personal connection to their surroundings. In Key Stage 2, we implement the knowledge-rich Opening Worlds program, which provides coherent links between lessons to enhance retention and empower children to tackle complex geographical subjects. This approach emphasises structured enquiry, encouraging children to ask valid geographical questions and analyse spatial relationships critically. By connecting environmental features to their underlying causes, we deepen their insights and promote the recognition of patterns across different places and scales.

To enhance engagement, we employ various teaching strategies, including enquiry-based learning framed around key questions that encourage independent thinking. Spatial awareness is reinforced through maps, diagrams, and visual aids, while active learning techniques foster empathy and understanding of diverse geographical perspectives. Cross-curricular links integrate geography with science, history, and Religion, reinforcing learning across subjects. Children also engage with primary sources and geographical data to develop critical thinking and enquiry skills.

Our teaching strategies systematically enhance engagement and comprehension. Pre-teaching key vocabulary is essential; we utilise fast-paced questioning, clear pronunciation, and choral responses to reinforce understanding. Engaging storytelling about different cultures and environments captures children's attention and fosters connections to the material. Retrieval practices promote active participation and ensure fluency in vocabulary and concepts without overwhelming working memory.

Differentiating core geographical knowledge from supporting details helps children grasp essential facts within a broader context.

Teachers present subject matter clearly through structured lessons with specific learning objectives, breaking down complex concepts into manageable steps. Interactive presentations using multimedia tools enhance accessibility, while targeted questioning stimulates discussion and encourages exploration of different viewpoints. Discussion-based learning through small group work and debates allows children to articulate their ideas collaboratively. Throughout these interactions, teachers guide geographical thinking with probing questions that promote effective learning, retention, and critical engagement.

To check understanding, teachers use formative assessment techniques, gauging comprehension through questioning, quizzes, and discussions. Low-stakes assessments provide real-time insights, while targeted feedback refines children's geographical understanding and analytical skills. Regular recap activities, such as quizzes on previous topics, ensure knowledge retention, and summative assessments at the end of units allow children to demonstrate their geographical knowledge and enquiry skills.

Our curriculum inspires not only the memorisation of facts but also deep thinking, question-asking, and critical engagement with geographical content, fostering a lifelong interest in geography and building analytical skills that children carry into other areas of learning.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5 (2024/25)	Year 6 (2024/25)
<p><b><u>All About Me</u></b></p> <p><b><u>Seasonal Changes - Autumn</u></b></p> <p><b><u>Festivals</u></b></p> <p><b><u>Seasonal Changes – Winter &amp; Spring</u></b></p> <p><b><u>My Place</u></b></p> <p><b><u>Seasonal Changes – Summer</u></b></p> <p><b><u>Around the World</u></b></p>	<p><b><u>My Place in Space</u></b> Where in the world am I? <b><u>Plymouth</u></b> What is the weather like where we live? <b><u>The United Kingdom</u></b> How similar and different is England to our neighbours in the UK?</p>	<p><b><u>Continents &amp; Oceans</u></b> Where in the world are we? <b><u>Island Life</u></b> How does the geography of Hawaii compare to where I live? <b><u>Dartmoor</u></b> What happens on Dartmoor?</p>	<p><b><u>Rivers</u></b> How do rivers, people and land affect each other? <b><u>Mountains</u></b> How do mountains and people affect each other? <b><u>Settlements and Cities</u></b> How are settlements similar and different? <b><u>Agriculture</u></b> How are we connected to farmers? <b><u>Volcanoes</u></b> How do volcanoes affect a place? <b><u>Climate and biomes</u></b> How does the climate affect the way people live?</p>			<p><b><u>The Rhine and Mediterranean</u></b> How are different parts of the Rhine &amp; Mediterranean used by people? <b><u>Population</u></b> How and why does population distribution vary across Great Britain? <b><u>Coastal Processes &amp; Landforms</u></b> How does the location of west Wales affect its coast? <b><u>Tourism</u></b> How do tourists interact with a place? <b><u>Earthquakes</u></b> How do earthquakes affect people and environments? <b><u>Deserts</u></b> Why are deserts located where they are?</p>

### Impact

At Plympton St. Maurice Primary School, our geography curriculum equips children with a comprehensive understanding of both local and global environments, fostering critical thinking and enquiry skills from Early Years through Key Stage 2. By engaging in age-appropriate activities, children develop essential geographical vocabulary and concepts that enable them to articulate their understanding and make connections between their surroundings and the wider world.

Children leave our school adept at applying their knowledge to analyse geographical data, recognise patterns in physical and human geography, and formulate informed perspectives on environmental issues. They engage critically with diverse sources, learning to differentiate between fact and opinion, which prepares them for thoughtful discussions and debates about pressing geographical challenges. Through enquiry-based learning and interactive experiences, children not only retain information but also develop a genuine curiosity about geography that extends beyond the classroom.

As a result, children leave our school well-prepared for the next stage of their education. They possess the skills necessary for further academic study, including research, interpretation, and presentation abilities. Additionally, their solid foundation in geographical enquiry ensures they are ready to engage thoughtfully with complex subjects in secondary education, fostering responsible and informed citizenship in their future endeavours.