

Geography Curriculum Statement

'Following Jesus, together we care, inspire and achieve.'

Geography underpins a lifelong "conversation" about the earth as the home of humankind.'

Geography Association

Introduction

A high-quality geography education has the ability to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Thinking geographically offers a uniquely powerful way of seeing the world and makes connections between scales, from the local to the global.

High-quality geography provision, by its fundamental nature (learning about the world), intrinsically links to and enhances all areas of learning whether mental, social or emotional.

Rationale

We recognise the importance of Geography for pupils of all abilities as a subject which helps prepare them for the rigours and demands of adult life. In Geography, children are taught to become equipped 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding, and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.



Curriculum Planning

We need facts in order to think, but we also need concepts to enable us to group bits of information, or facts, together. The three main organising concepts of geography at Crawford's are **'Investigating Places, Investigating Patterns & Communicating Geographically.'** They are the key ideas involved in framing the unique contribution of geography as a subject discipline and can be applied across the subject to identify a question, guide an investigation, organise information, suggest an explanation or assist decision-making.

Developing a sense of place - such as for example, a sensory exploration of a 'rainforest' - is not geography until you understand the significance of location and links with other places at **local, regional and global scales of study**. Other concepts add depth and support a deeper understanding of people, places and environments. Geography synthesises different ideas and types of knowledge which is why it is both a challenging and exciting subject.

At Crawford's, we have developed our own [Progression for geography](#) from reception to Year 6.



CARE

INSPIRE

ACHIEVE

