



St. John's C of E Primary School Geography Curriculum



Intent

At St. John's, our Geography curriculum is designed to inspire a lifelong curiosity and fascination about the world and its people. Rooted in our school's values, it equips pupils with the knowledge, skills, and perspectives to understand their place in the world and their responsibilities as global citizens. Through a broad and ambitious curriculum, we aim to develop pupils' awareness of diverse places, cultures, and environments, fostering a sense of care and stewardship for our planet.

Through engaging, inclusive, and well-sequenced learning experiences, we will:

- **Develop Locational and Place Knowledge:** Ensure pupils build a secure understanding of the physical and human characteristics of their local area, the United Kingdom, and the wider world, developing an appreciation of global diversity.
- **Promote Geographical Skills and Fieldwork:** Teach pupils to use maps, globes, and digital technologies confidently, as well as conduct fieldwork to observe, measure, and record the world around them.
- **Encourage Curiosity and Enquiry:** Inspire pupils to ask and answer questions about the world, its people, and the processes that shape it, fostering critical thinking and problem-solving skills.
- **Focus on Environmental Awareness and Sustainability:** Instil a deep understanding of human impact on the environment, encouraging pupils to think about how they can contribute to a more sustainable future.
- **Make Relevant Connections:** Help pupils link their geographical learning to real-world contexts, understanding how geography influences societies, economies, and the natural world.

At St. John's, we aim to develop confident, knowledgeable, and compassionate learners who are well-prepared to engage with the challenges and opportunities of the modern world. Our Geography curriculum nurtures a sense of wonder, responsibility, and respect for the interconnected nature of life on Earth.

Implementation

EYFS

	Understanding the World (People and Communities)	Understanding the World (The World)
EYFS	Children know about similarities and differences between themselves and others, and among families, communities and traditions.	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Primary Curriculum



St. John's C of E Primary School Geography Curriculum



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1		Toys	Poles Apart	At the Farm	Seaside Rescue	On Safari
2	Castles		London (The Great Fire of London)		Brazil	
3		The United Kingdom		Rivers		Water, Weather & Climate
4	Europe (Invaders & Settlers and Anglo-Saxons & Vikings)		Central & South America (Aztecs & Mayans)		Volcanoes & Earthquakes	
5	Biomes & Climate Zones (Explorers)				Europe (Ancient Greece)	
6				Globalization	Energy & Sustainability	

National Curriculum KS1

Locational Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills & Fieldwork
<ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 	<ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple



St. John's C of E Primary School Geography Curriculum



			<p>map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none"> use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
--	--	--	---

National Curriculum KS2

Locational Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills & Fieldwork
<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and 	<ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 	<ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies



St. John's C of E Primary School Geography Curriculum



time zones (including day and night)			
--------------------------------------	--	--	--

		KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Location	Our homes and the village of Danbury.	Name, locate and identify four countries and capital cities in the UK. Study the castle in each capital city of the UK. Name the surrounding seas and discuss why castles were sometimes built near the coast.	UK – name and locate countries and cities of the UK including topographical features e.g. London, Edinburgh, Cardiff, Belfast, Essex, Thames, River Chelmer etc	UK - Watch introductory video on early Saxon settlements. Take a virtual tour around West Stow.	Locating countries of the world. Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere	Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and the Arctic Circle
	Place	Danbury – our local area study	Cardiff, Belfast, Edinburgh, London.	Skara Brae & Starr Carr Comparing Danbury to a small Scottish Island	UK and Scandinavia. Understand why the Saxons and Vikings wanted to want to travel to the UK to settle. Compare the physical geography and climate between the UK and Scandinavia. UK and Scandinavia		



St. John's C of E Primary School Geography Curriculum



	Human and Physical	<p>Key features of the village, notable and significant locations to the children.</p> <p>Discuss what we like about our locality.</p>	<p>Why were castles built in these locations? Discuss physical features of the land beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley.</p>	<p>Types of settlement and land use.</p> <p>Population, life expectancy, tallest mountains, longest rivers and coastlines.</p>	<p>Anglo-Saxon settlements and land-use, economic activity including trade links and the distribution of natural resources.</p>	<p>Climate zones, biomes and vegetation belts.</p> <p>Mountains</p>	
	Fieldwork and Mapping	<p>Use aerial photos to recognise local landmarks and study human/physical features. Devise a simple map of our journey to the church. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment (treasure maps/orienteering in Forest Fun).</p>	<p>Using a map to explore Stansted Mountfitchet Castle both prior to and during their visit.</p> <p>Use the map of Mountfitchet castle to answer and ask questions involving compass directions.</p> <p>Use google maps to locate Mountfitchet castle. Go back through time and see the changes to the area. Discuss using vocab of physical and human features.</p> <p>Draw their own map containing castle and</p>	<p>Maps and atlases to locate the four countries of the UK and major cities. Looking at how a capital city is shown on a map. Finding cities from co-ordinates and map references.</p> <p>Digital and computer mapping.</p>	<p>Maps and atlases to locate countries and describe features studied. Digital and computer mapping.</p> <p>Maps of local area to study. Battle of Maldon</p> <p>Design and Anglo-Saxon Village.</p>	<p>Maps and atlases.</p> <p>Digital and computer mapping.</p>	<p>Compass work, grid references, symbols and keys.</p>



St. John's C of E Primary School Geography Curriculum



			physical features. Use a key to show physical features. Give reasons why they would built it there.				
	Vocabulary	City, town, village, house, shop, forest, hill, river, season, weather,	Defend Hill, mountain, river, lake, ocean, forest, beach, cliff, coast,	UK, Capital city, major city, river, island, Skara Brae, Danbury, Essex, map, atlas, compare, grid reference, coordinates.	Four -figure grid references, settlement, trade	Latitude, longitude, tropics, hemisphere	latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones



St. John's C of E Primary School Geography Curriculum



Spring	Location	<p>North and South poles, equator, locating the UK on a globe.</p>	<p>London - our capital city (and name the others in the UK). Revise capital cities when teaching the Great Fire of London.</p> <p>Why is it called a capital city?</p>	<p>UK and Papermill Lock</p> <p>Major rivers of the UK and the world (Thames, Tyne, Nile, Amazon, Mississippi). Look at how these rivers were formed, how they have changed over time and the different wildlife that lives in different rivers all over the world. Locate key countries/locations as part of topic on the Roman Empire.</p> <p>Locate Italy and Rome on a map.</p>	<p>North and South America (Mexico) and Ghana (Africa).</p> <p>Countries and major cities.</p>		
	Place	<p>The Arctic/Antarctic, UK</p> <p>Farm study during trip- Boydell's/Abbots Hall Farm (TBC)</p>	<p>London - Compare our village to London.</p> <p>Similarities and differences.</p>	<p>Compare similarities and differences between two major rivers (Thames/Nile) making links to Egyptian topic.</p> <p>Compare length, depth, wildlife and climate of the country/countries the rivers travel through.</p>	<p>Compare modern Mexico to the physical geography of the Aztec empire. Do you know where in the world the Aztecs lived? What was the area called in those days? What is the country called today?</p>		<p>To debate, describe and report on the advantages and disadvantages of geographical issues.</p>



St. John's C of E Primary School Geography Curriculum



				Italy, UK	Which continent is it in?		
Human and Physical	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	Key human features of the London landscape. What were these in 1666 and what are these like now?	Physical geography of rivers learning the different parts of a river such as tributary, bay, waterfall, erosion, downstream, floodplain, meander, mouth, source, bank, upstream, valley.	Investigate the geographical features of Mexico. Mexican climate and temperature, physical features including the volcanoes.	Settlements and land use, economic activity and trade links and natural resources.	Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	
	Looking at the physical/human features of the farm.	Reading a street map of London. Comparing old and new maps of London.	Comparing Italy and the UK within the topic of Romans.	Water Cycle – cross curricular links with science			
Fieldwork and Mapping	Locating the North/South poles, the equator and the UK on a globe. Looking at the physical features of the farm and devise a simple map of the play area including symbols.	Using maps of London to explore the locality including key landmarks. Use a map to plan a route around London. Give directions using: left, right, turn, North, South, East and West.	Fieldwork – visiting Paper Mill Lock, exploring the river area, take samples from the area and record the human/physical features of the river area. Locate rivers of the UK on maps and	Maps and atlases. Digital and computer mapping.			



St. John's C of E Primary School Geography Curriculum



				identify their features. Plot the Romans' route from Italy to the UK.			
	Vocabulary	North and South Poles, Artic, Antartica, Equator, season, weather, polar physical features (glacier, lake, coast, mountain, hill, river, sea ice, iceberg)	Aerial map, street map, compass, landmark, city, river,	tributary, bay, waterfall, erosion, downstream, floodplain, meander, mouth, source, bank, upstream, valley, compare, length, depth, settlement, trade, aqueduct	Settlement, trade, native		Import, export, trade, Sustainability, Resources, Thrive, Pollution, Renewable, Non-Renewable, Solar, Hydropower, Bioenergy
Summer	Location	UK and local coastal locations Country study – Kenya study	Name and locate the world's seven continents and five oceans. Know the difference between sea and ocean.		Look at maps and positions of tectonic plates and volcanoes around the world. Locate the equator and north and south hemispheres.	Europe (Greece) Location, countries and captial cities.	
	Place	Seaside places: Southend and Mersea Island (Cudmore Grove). Country Study - Kenya and comparisons to the UK	Danbury Park Geocaching field trip. Country Study - Brazil Poles and climates near and far from the equator. Weather and seasons in different climate zones.		Compare similarities between the countries of the world that have volcanoes to those that do not and identify the key physical geographical features of these parts of the world.	A region in a European country – Greece Countries and major cities. Create travel guide.	To debate, describe and report on the advantages and disadvantages of geographical issues.



St. John's C of E Primary School Geography Curriculum



	Human and Physical	<p>Comparing features of the coast to our locality.</p> <p>Comparing features and life in Danbury to that of our country of study.</p>	<p>Comparing features to those of our location.</p> <p>Compare weather patterns in Brazil to UK.</p>	<p>River Nile, where, importance, wildlife.</p> <p>Comparison of life in Egypt to UK.</p>	<p>How and why volcanoes erupt, what happens when they do and their effect on the landscape and the lives of the people in the surrounding areas. Explore life in volcanic areas and understand that not all volcanic areas and regions are hostile.</p>	<p>Settlements and land use including trade links.</p>	<p>Settlements and land use including trade links.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>
	Fieldwork and Mapping	<p>Use aerial photos to recognise local landmarks and study human/physical features. Finding the coastline on maps/globes.</p> <p>Devise a simple map during trip to Cudmore Grove.</p> <p>Use simple compass directions (North, South, East and West) and locational</p>	<p>Use simple compass directions (North, South, East and West)</p> <p>Use aerial photographs to recognise landmarks and draw a plan perspective.</p> <p>Orienteering on the school field using aerial photographs.</p> <p>Devise a map and make a key of the local area (Eve's pond and area).</p> <p>Design and improve a map of a town with the focus on human features.</p>		<p>Use maps, atlases and digital mapping to locate countries where tectonic plates and volcanoes are found. Sketch the cross section of a volcano.</p>	<p>Maps and atlases</p>	<p>Maps and atlases Digital and computer mapping</p>



St. John's C of E Primary School Geography Curriculum



		and directional language [for example, near and far; left and right],	Create a 3D map of their town.				
	Vocabulary	Beach, cliff, coast, forest, hill, mountain, seas, ocean, weather, season, near, far	Temperatures, continent, ocean, sea, Equator, plan perspective, pole, compass, key.		Active, dormant, extinct, Northern Hemisphere, Southern Hemisphere, Equator, Composite, Shield and Dome, tectonic plates, 'ring of fire'	Citizen, democracy, philosopher, slave, Athenians, Spartans, myth, gods, goddesses, Olympics, hero, oracle, Trojan Horse, Acropolis, agora, Mount Olympus, city-state, hoplite, phalanx, Persian Wars, Trojan War, alphabet, architecture, theatre, philosophy, epic, chiton, pottery	Import, export, trade, Sustainability, Resources, Thrive, Pollution, Renewable, Non-Renewable, Solar, Hydropower, Bioenergy

Skills Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
--	--------	--------	--------	--------	--------	--------



St. John's C of E Primary School Geography Curriculum



<p>Location knowledge</p>	<p>Name, locate and identify our locality and country.</p> <p>Name and locate the North (Arctic) and South Poles (Antarctic).</p> <p>Name and locate non-European country of study.</p>	<p>Name, locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Name and locate non-European country of study.</p> <p>Name and locate London and Danbury on a map.</p>	<p>Name and locate the county of Essex and at least 8 main cities of the UK.</p> <p>Name at least 10 large countries in the world.</p> <p>Locate key topographical features in the UK (hills, mountains, coasts and rivers).</p>	<p>Name and locate at 10 cities in the UK.</p> <p>Name at least 20 countries in the world including those in North and South America including capital cities.</p> <p>Study land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Locate the main countries and capital cities in Europe.</p> <p>C</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn; latitude/longitude and the Greenwich Meridian.</p>	<p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania.</p> <p>Locate trade routes and countries involved in fast fashion and food.</p>
<p>Place Knowledge</p>	<p>Observe and describe the human and physical geography of a small area of the United Kingdom.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (London) and of a small area in a non-European country. (Brazil)</p>	<p>Understand the impact of the physical resource of the Nile on Egypt. Know what a county/city is.</p> <p>Name some of the major rivers of the UK.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a region of the UK. Danbury / Maldon</p> <p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. (Mexico)</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom (Bradwell) and region in a European country. (Greece)</p>	<p>Understand the term 'globalisation'.</p> <p>Understand the positives and negatives with fast fashion and the food industry.</p> <p>Understand the term sustainability.</p> <p>Examine different countries and their improvement toward sustainability.</p>
<p>Human and Physical Geography</p>	<p>Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.</p> <p>Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment.</p>	<p>Use basic Geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non-European country.</p>	<p>Physical geography: Know how mountains and hills are formed. Describe journey of a river using correct vocabulary.</p> <p>Understand and explain erosion, transportation and deposition. Know what V-shaped valleys are.</p> <p>Human Geography of the UK- population and life expectancy. Understand why people live near</p>	<p>Physical geography: mountains, volcanoes and earthquakes.</p> <p>Human geography: Types of settlements in Early Britain linked to History. Types of settlements in <u>modern Britain</u>: villages, towns, cities.</p>	<p>Physical geography: climate zones, biomes and vegetation belts.</p>	<p>Human geography: Economic activity including trade links and transnational corporations.</p> <p>Distribution of natural resources including: minerals, food, energy and water.</p> <p>Non-renewable and renewable energy and consider the pros and cons of fossil fuels.</p>



St. John's C of E Primary School Geography Curriculum



			rivers. Understand how a flood can impact humans.			Interpret data about energy production in different countries. Use this data to plot information on a bar graph. Apply sustainability goals in our school and local community (wilderness foundation programme for green influencers).
World Maps	Draw and locate the locations of continents and oceans on globes and world maps or atlases.	Draw and locate the locations of continents, countries and oceans on globes and world maps or atlases.	Use maps, atlases, globes, Google Maps and Google Earth to locate mountains, mountain ranges, volcanoes (in relation to tectonic plates) and different settlements of the world.	Use maps, atlases, globes, Google Maps and Google Earth to locate and describe European countries and their human/physical features, climate zones of Europe and the wider world, and major Earthquake zones	Use physical and political maps, atlases, globes, Google Maps and Google Earth to locate and describe studied human and physical features, including major rivers and their corresponding countries and cities, major industries, imports and exports.	Use physical and political maps, atlases, globes, Google Maps/Earth to locate and describe studied human/physical features of North/South America, including countries, land use, settlements, mountains, coasts, seas, lakes, rivers, climate & temp.
UK Maps	Draw and locate the four countries of the UK and their capital cities on a UK map or atlas.	Draw and locate the four countries of the UK, their capital cities, some of other major cities and the surrounding seas on a UK map or atlas, using the four main compass directions.	Use the eight points of a compass, four figure grid references, paper maps, Google Maps, Google Earth, symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied, including different types of settlement and extinct UK volcanoes,	Use the eight points of a compass, four figure grid references, paper maps, Google Maps, Google Earth, symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied, including rivers, mountains, hills, towns and cities, landmarks	Use the eight points of a compass, six figure grid references, maps, Google Maps/Earth, symbols and keys (including the use of OS maps) to locate/describe geographical features studied, including the placement of UK settlements in relation to geographical features such as rivers, mountains & coastlines,	Use the eight points of a compass, six figure grid references, maps, symbols and keys (including the use of Ordnance Survey maps) to identify and describe human and physical features of a region of the UK when comparing with regions of North and South America.



St. John's C of E Primary School Geography Curriculum



			mountains and mountain ranges.	and varied climates.	imports and exports.	
Local/Regional Maps and Other Secondary Data Sources	<p>Begin to use simple locational/directional language (e.g. near, far, up, down, left, right, forwards and backwards) and the four main compass directions (North, South, East and West) to describe the location of features on a local map and to move around school. Construct simple plans with support.</p> <p>Use aerial images to recognise basic and human physical features.</p>	<p>Use simple locational/directional language and the four main compass directions (North, South, East and West) to describe the location of features on a local map, and follow/create a route in the local area. Construct simple maps.</p> <p>Use aerial images to recognise basic physical and human features.</p>	<p>Use the 8 points of a compass, 4-figure grid references, maps, symbols and keys (including the use of OS maps) to describe local geographical features and follow/create a route in the local area/school; compare different types of local map. Construct detailed plans</p> <p>Use aerial images and age-appropriate graphs to acquire and discuss geographical information.</p>	<p>Use the 8 points of a compass, 4-figure grid references, maps with keys (inc the use of Ordnance Survey maps) and Google Maps/Earth to describe geographical features of a UK and European location, and create a tourist route. Create detailed maps.</p> <p>Use aerial images and age-appropriate graphs to acquire and discuss geographical information.</p>	<p>Use locational/directional language, the 8 points of a compass, 6-figure grid references, maps with keys (inc the use of OS maps) and Google Maps/Earth to identify and describe changing local land use over time. Create detailed maps and label physical features.</p> <p>Use aerial images and age-appropriate graphs to acquire and discuss geographical information.</p>	<p>Use the eight points of a compass, six figure grid references, maps with keys and Google Maps/Earth to describe geographical features of locations in North/South America, and create a tourist route. Create detailed maps and label human features.</p> <p>Use aerial images and age-appropriate graphs to acquire and discuss geographical information.</p>
Local Fieldwork	<p>Begin to use simple fieldwork and observational skills to study the geography of the classroom and local area (e.g. note taking, videoing, taking photos, data collection, sketches, observations, and labelled maps and photos of roads, parks, nature spots, rivers, shops and buildings).</p>	<p>Use simple fieldwork and observational skills to study the human and physical geography of the school, its grounds and the local area (e.g. note taking, videoing, taking photos, data collection, sketches, observations and labelled maps and photos of: roads, parks, nature spots, rivers, shops and buildings), suggesting reasons for the causes of similarities and differences.</p>	<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including interviews with locals, annotated sketch maps, plans and graphs, and digital technologies.</p>	<p>Use fieldwork to observe, record, present and explain information about the changing locality using a range of graphs and written media, including interviews with locals, population data, use of land in the school locality (e.g. classification of buildings into residential, commercial, industry, leisure, public buildings etc), and comparisons with old maps and photographs.</p> <p>Use fieldwork to study and present information about a local river; create a working river and observe the physical processes involved.</p>		



St. John's C of E Primary School Geography Curriculum



		Carry out a simple survey of the school or local area (e.g. weather, traffic)		
--	--	---	--	--

Impact

The impact of the Geography curriculum at St. John's will be evident in the knowledge, skills, and attitudes pupils develop, enabling them to understand their place in the world and their responsibility as global citizens. By the time pupils leave St. John's, they will have a thorough understanding of geographical concepts and processes and a deep appreciation of the world's diversity and interconnectedness.

Impact on Pupils

- **Knowledgeable and Informed:** Pupils will leave with a secure understanding of key geographical concepts, including locational knowledge, place studies, and human and physical geography, enabling them to make sense of the world around them.
- **Skilled Geographers:** Pupils will confidently use maps, globes, and digital tools to interpret geographical information, as well as conduct fieldwork to observe, measure, and record their environment.
- **Curious and Reflective Learners:** Pupils will demonstrate a sustained interest in exploring the world, asking meaningful questions about its people, places, and processes.
- **Environmentally Responsible Citizens:** Pupils will have a strong awareness of environmental issues, understanding the human impact on the planet and recognising their role in creating a more sustainable future.
- **Global Awareness:** Pupils will appreciate the diversity of cultures, societies, and environments, fostering empathy, respect, and a sense of shared responsibility for the world.

Impact on the School Community

- **Culture of Exploration:** A rich Geography curriculum will nurture a school-wide curiosity about the world, encouraging pupils to engage with local and global issues.
- **Preparation for the Future:** Pupils will leave St. John's equipped with transferable skills such as critical thinking, problem-solving, and data interpretation, preparing them for secondary education and beyond.
- **Reinforcement of School Values:** By embedding the values of St. John's, pupils will approach geographical study with respect, care, and a desire to make a positive difference in their communities and the wider world.



St. John's C of E Primary School Geography Curriculum



Impact on Wider Society

- **Informed Global Citizens:** Pupils from St. John's will be thoughtful, informed individuals who understand and respect the diversity of the world's cultures and environments.
- **Advocates for Sustainability:** Pupils will have the knowledge and motivation to act as stewards of the Earth, contributing to sustainable practices in their homes, schools, and communities.

Through the Geography curriculum at St. John's, we will nurture pupils who are confident, informed, and compassionate, ready to engage with the challenges and opportunities of an ever-changing world.