



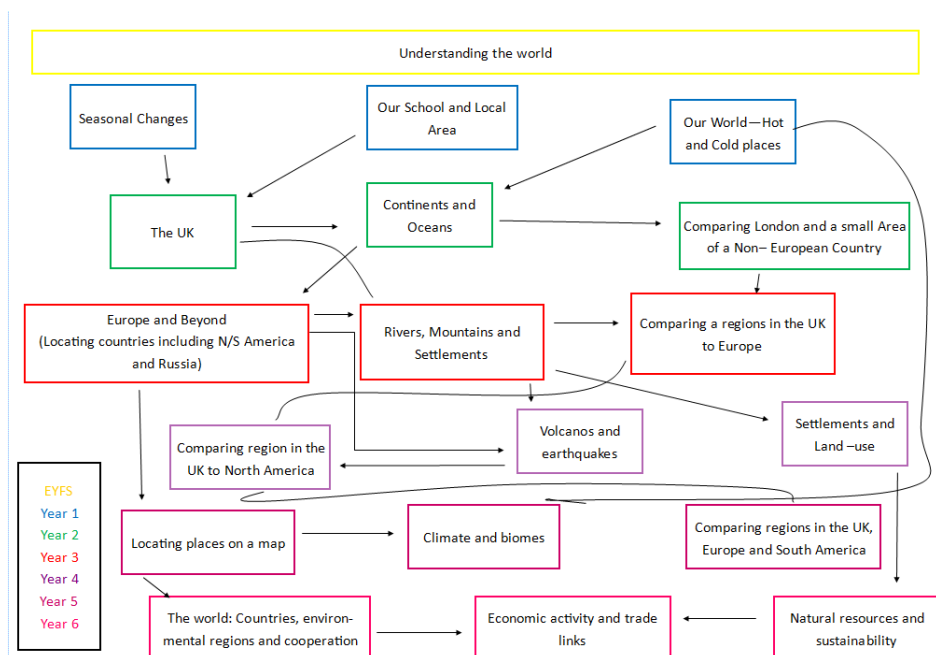
Impact

We want all pupils to leave St Edmund's School having met the geography aims outlined above; having reached age related expectations and having fostered a curiosity and interest in the subject as they move onto secondary school. In addition we hope that effective geography teaching will have contributed to our whole school vision that pupils become effective communicators, active contributors, aspirational independent learners, healthy in body and mind.

If you were to walk into a Geography lesson at St Edmund's school, you would see:

- Use of key vocabulary, questioning and a range of different resources (globes, maps, atlases, laptops, high quality texts) to support pupils learning.
- Pupils engaged in different activities and discussions showing curiosity about the world they live in.
- Use of trips, the local area and school environment to engage pupils and develop practical fieldwork skills.

Topic links

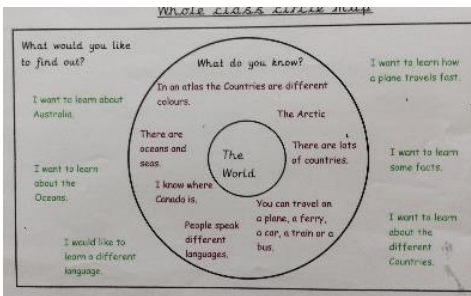


An example of progression within our geography curriculum

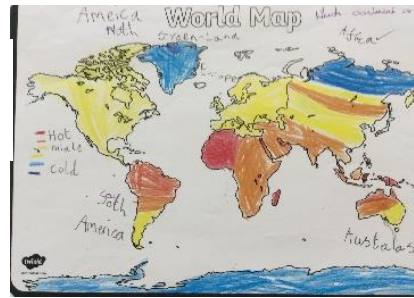
The World (Location and place knowledge)						
Reception:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can talk about the features of my immediate environment.	I can make simple observations about my local area including what the weather is like each day. I can identify hot and cold places in relation to the Equator, North Pole, and South Pole on a world map.	I can identify the four countries of the UK and their seasonal and daily weather patterns, I can name and locate the continents and oceans on a world map.	I can name and locate some of the countries of Europe, North/South America and Russia. I can identify and describe how a region of the UK and Europe (more familiar place) are similar and different.	I can apply my knowledge of the world map, focusing on the UK and North America and make more detailed comparisons between places that are less familiar to me.	I can use a world map to 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 time zones (including day and night).	I can embed my knowledge of the world map, naming many countries around the world using longitude and latitude, learn more about how borders have change and how places on the world map are interconnected. I can recognise and describe how countries cooperate with each other and their economic and trade links.



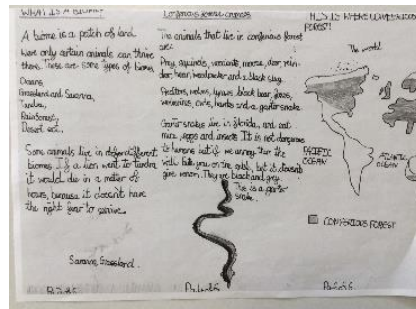
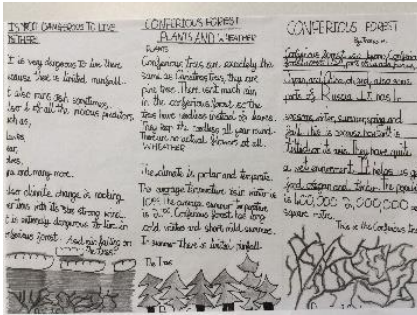
Examples of learning



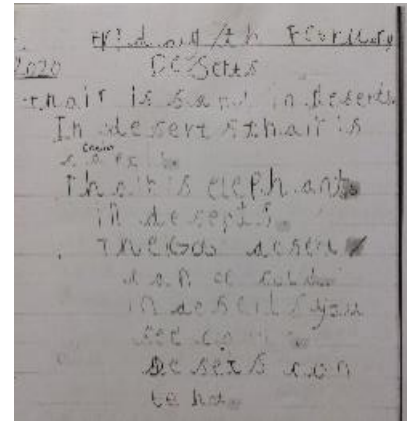
Use of Thinking Maps in Year 1



Year 1 map work - identifying hot and cold places



Year 5 biomes leaflet



Year 1 extended writing about deserts

Pupil voice

Year 1: "I enjoyed learning about hot and cold places"

"I liked looking at the atlases"

Year 2: Learning about the India "We learnt to say different words in Hindi"

"We liked learning about how people lived"

Year 3: The environment (global issue) "I learnt that plastic you put in the bin goes to a landfill"

Year 5: "We learnt about different biomes – tropical rainforests"

Successes

- International activities including international links with schools in America and France and our yearly International week where pupils and parents participate and celebrate their own cultures and talents.
- International Award reaccreditation July 2021
- Our community links through trips and visits, parental involvement and supporting local charities such as CAFOD helping pupils to develop their global understanding of the world.

Priorities for 2021-2022

- Monitor teaching of Geography across the school using updated whole school curriculum map to ensure consistency and progression of knowledge, skills and vocabulary.
- Review provision including memorable learning experiences and opportunities for the children in each year group – learning hooks for the children.