

Christ Church CofE Primary – Geography Overview

Rationale

“In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.” – Matthew 5:16



At Christ Church, we believe that every child is uniquely created in the image of God and deserves a curriculum that enables them to flourish academically, socially, morally, and spiritually. Through our SHINE values – to be Successful, Happy, Included, Nurtured, and Enriched – we seek to educate the whole child, helping them to discover their gifts and use them to make a positive difference in the world.

Geography plays a vital role in this vision. It fosters curiosity about the world and its people, helping children to understand the relationship between people, places, and environments. Through geography, children learn to appreciate God’s creation, develop respect for the planet, and recognise their responsibility to care for it. They also gain enquiry, fieldwork, and critical thinking skills which prepare them to become informed, responsible global citizens.

The Christ Church CofE Offer

Geography at Christ Church is taught through the CUSP curriculum, which is ambitious, coherent, and evidence-led. It meets and exceeds the National Curriculum while remaining firmly rooted in our Christian ethos and SHINE values.

We believe that geography enables children to understand their place in God's world and to recognise the responsibilities they hold towards others and the environment. Through the study of local and global places, physical and human processes, and different communities, children explore the richness and diversity of the world and develop a strong sense of stewardship and social responsibility.

Our geography curriculum promotes cultural capital and supports children in understanding British values of democracy, the rule of law, individual liberty, and mutual respect. It also broadens horizons by introducing children to global environments, diverse communities, and varying perspectives on how humans interact with the planet.

Curriculum Design

Our curriculum is deliberately sequenced to ensure that children build cumulative knowledge over time. From EYFS through Key Stage 2, children revisit and deepen their learning in meaningful ways, developing secure skills and knowledge required to meet the aims of the National Curriculum. The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum.

The intent behind using CUSP Geography is that each study draws upon prior learning. For example, in EYFS, children explore *People, Culture and Communities* or *The Natural World* through daily activities and their immediate environment. This is revisited and positioned so that new and more abstract content in Year 1 can be anchored to a known location, easing cognitive load. Pupils in EYFS explore globes and world locations through curiosity corners, linking animals to habitats. This substantive knowledge is built upon in later years as children locate continents and

oceans, and later refine this into more sophisticated geographical knowledge.

Across all key stages, children have opportunities to experience geography practically through engaging tasks, outdoor learning, and educational visits. This builds depth and makes geography meaningful.

Our approach is driven by our children developing their:

- **Cumulative knowledge** – revisiting and building on prior learning from EYFS through KS2.
- **Place knowledge and connection** – comparing localities, regions, and countries, and understanding interdependence.
- **Substantive and disciplinary knowledge** – learning both key geographical facts/concepts and how geographers investigate the world.
- **Vocabulary development** – geographical vocabulary (Tier 2 and Tier 3) is taught explicitly, sequentially, and cumulatively.
- **Inclusivity** – high expectations are set for all children, with adaptations for SEND and EAL to ensure access and challenge.

Substantive Concepts in Geography			
Locational knowledge	Place knowledge	Human and physical geography	Geography skills and fieldwork
<p>Location</p> <p> </p> <p>Where a place actually is found</p> <p> </p> <p>It helps us describe and remember where places are</p> <p> </p> <p>Name and locate locations.</p> <p>Use absolute positioning system</p>	<p>Place</p> <p> </p> <p>What a location is like.</p> <p> </p> <p>Describes the physical and/ or human geography as well as the personal and cultural experience related to that place</p>	<p>Human Geography</p> <p> </p> <p>The interactions between people, places and the environment</p> <p> </p> <p>The built environment.</p> <p>Effect of migration and settlement.</p> <p>The effect on the landscape and environment.</p> <p>Physical Geography</p> <p> </p> <p>The natural shaping of the surface of the Earth as well as the physical process that create the environment</p> <p> </p>	<p>Skills and fieldwork</p> <p> </p> <p>Using maps, globes and compasses, along with what you know to explain location, place and human and physical features associated with it.</p> <p> </p> <p>The collecting of information about people, places and the environment.</p>

		The natural environment. How a place is shaped naturally by physical processes. How the environment is impacted by human geography.	
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Disciplinary knowledge- Thinking as a geographer				
Geographical enquiry				
Place and Space	Scale and Connection (Relationship and interdependence)	Physical and human geography	Environment and sustainability	Culture and diversity (Uniqueness)
<p>Place</p> <p> </p> <p>Key ideas is that place is its location and what it means to people</p> <p> </p> <p>Places are influenced and shaped by the people who live there (ideas, emotions and beliefs)</p> <p>Space</p> <p> </p> <p>Location on the Earth's surface defined by latitude and longitude</p> <p> </p> <p>Space is more general and does not have meaning</p>	<p>Scale</p> <p> </p> <p>To get better understanding of locality compared to globality. Gives pupils a sense of Zooming in and Zooming out.</p> <p>Connection</p> <p> </p> <p>How local places are connected when you Zoom in and how they are connected to the wider locality when you Zoom out focusing on region/ county/ country/ global</p> <p>Relational perspectives</p> <p> </p> <p>There is more than one way of living- understanding the culture and 'the way people do things around here'. For example, how people in Nairobi live with animals, such as lions, making incursions into the city. How the Yanomani tribes take only what they need from the rainforest and live sustainably with little impact.</p>	<p>Physical and human geography</p> <p> </p> <p>An appreciation of how places evolve and are shaped by physical or human geography</p> <p>Past</p> <p>How have physical processes and people influenced this place?</p> <p>Present</p> <p>How are physical processes and/ or people influencing this place?</p> <p>Future</p> <p>What could this place be like in the future, given the influences by physical process or people?</p>	<p>Environment</p> <p> </p> <p>What is the environment like? Draws upon human and physical geography to help explain 'how did it get like that?'</p> <p> </p> <p>Makes us think about our ethical consumer habits and choices made about environmental impact.</p> <p>Sustainability</p> <p> </p> <p>An example of this could be considering the products we buy that have positively or negatively affected the rainforests or are causing increased pollution.</p> <p> </p> <p>What it means to be a responsible citizen, embracing global dimensions within a local setting</p>	<p>Culture</p> <p> </p> <p>The way people have done or do things around here.</p> <p> </p> <p>The way a place is shaped by human ideas and beliefs, and how physical processes have formed the place, over time</p> <p> </p> <p>An understanding and respect for ethnicity and diversity through knowing more about other cultures and people.</p> <p>Diversity</p> <p> </p> <p>The difference between places from a human perspective, such as race, ethnicity, culture, belief, employment, wealth connection</p> <p> </p> <p>The difference between places from a physical perspective, such as climate, terrain, location (costal or mountain), forest, dessert, marine etc</p> <p>Regional inequality</p> <p> </p> <p>For example, how Nairobi could appear to be a thriving city through publicity but by zooming in and looking more closely how poverty and slums are ever present within the setting od he city and wider communities.</p>
Where is this place? Why is it here and not there?		What is it like? How did it get like this? What could it be like in the future?		

Structure and Planning

Geography is taught through carefully sequenced units that build upon prior learning and prepare children for future study. Each lesson revisits previous knowledge, introduces new content, and provides opportunities for practice and application. Knowledge organisers, retrieval practice, and structured questioning ensure that learning is embedded securely in long-term memory.

Our geography curriculum is consciously taught in half-termly blocks. Geography is delivered this way to maximise learning time and secure consistently high outcomes. This meets the needs of the children by supporting their learning and understanding, development of skills as well as reducing cognitive load. It also enables children to acquire depth in their learning by revisiting and building on existing knowledge.

Educational visits and enrichment experiences further bring geography to life, giving children the opportunity to engage directly with physical landscapes, human environments, and geographical features of significance. This provides opportunities for enquiry beyond the classroom

Special Educational Needs and Disabilities

At Christ Church, geography is inclusive and accessible to all. Lessons are adapted to meet the needs of children with SEND, including those in our Focus Provision. Strategies such as visual supports, scaffolded tasks, structured questioning, and sensory-friendly approaches enable every child to participate fully.

Children with English as an additional language are supported through language scaffolds, ensuring that they can access the curriculum and develop the vocabulary needed to succeed. High expectations are maintained for all children, with appropriate levels of support and challenge.

Curriculum Impact

Through our geography curriculum, children use geographical vocabulary accurately and develop a deep understanding of human and physical processes. They make links to other curriculum subjects, improve their enquiry skills, and grow more inquisitive about the world.

All children realise that they have choices to make in caring for the planet and develop a positive commitment to sustainability. They become competent in collecting, analysing, and communicating data, interpreting a range of sources, and presenting information in different ways.

Children at Christ Church speak confidently about their geography learning, skills, and knowledge. Retrieval practice, spaced learning, and exit quizzes are used to check understanding. Outcomes are discussed in pupil progress meetings with SLT to identify strengths and areas for development.

Ultimately, the impact of our geography curriculum is seen in the way children leave Christ Church: as responsible global citizens, with curiosity, resilience, and the knowledge to make a positive difference in God's world.

Roles and Responsibilities

The Role of Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual children will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed.
- They manage requests to withdraw children from curriculum subjects, where appropriate.

- The school's procedures for assessment meet all legal requirements.
- Proper provision is in place for children with different abilities and needs, including children with SEN.

The Role of all other staff

Staff are responsible for delivering a high-quality, broad, and balanced curriculum that meets or exceeds National Curriculum expectations. They will:

- Implement the curriculum in line with this policy, ensuring all children make excellent progress.
- Be responsive to children's needs, making learning personal and relevant.
- Promote strong moral values and encourage children to make a positive impact locally and globally.
- Uphold the highest standards, recognising that our children deserve the very best.

The Role of Families

Parents and carers play a vital role in supporting the curriculum by:

- Encouraging a positive attitude towards learning at home and in school.
- Engaging with the school's curriculum through parents' evenings and communications.
- Supporting home learning and reinforcing classroom learning.
- Communicating with the school about any factors affecting their child's ability to access the curriculum.
- Promoting curiosity, resilience, and high aspirations in their child's learning journey.

The Role of Governors

Governors support and monitor the effectiveness of the curriculum by:

- Championing an ambitious, inclusive, and enriching curriculum for all children.
- Monitoring the impact of the curriculum on pupil progress and outcomes through reports, data, and school visits.
- Supporting staff development focused on curriculum design, delivery, and subject leadership.

- Ensuring the curriculum is broad, balanced, and aligned with statutory requirements.
- Holding leaders to account for the coherence, quality, and impact of the curriculum across all phases and subjects.