



## Geography Curriculum Statement

### Intent

The aim of geography teaching at Coleman is to ensure that when children complete their years at school, they can confidently talk about, recall, and apply their geographical knowledge to further study and to their lives in the future. They will acquire substantive knowledge through quality teaching and investigation, gain disciplinary knowledge and learn to think and act as a geographer, and apply their knowledge and skills to independently investigate and discover information about the world around them. Four key concepts underpin geography teaching across all year groups: location, physical, human, and place. These concepts are studied in every year and unit, starting with local and national areas and progressing to global contexts.

### Implementation

Our curriculum ensures children develop the following:

Core Concepts:

**Location:** Children learn to locate any place in the world using globes, atlases, and maps. They can give map references, compass directions, use symbols and keys, and identify features. They understand global features such as hemispheres, tropics, continents, oceans, the equator, and time zones.

**Physical Geography:** Pupils explore physical features of studied locations, comparing and discussing their effects. They review terrain using maps and atlases, understand tectonic plates and fault lines, and explain processes like the water cycle, rivers, and landforms. They also study biomes and climate regions.

**Human Geography:** Children identify population patterns, settlement types, and economic activities. They analyze how physical geography influences human geography and vice versa, including environmental

impacts. They use maps, IT tools, and data interpretation to compare and analyze human features.

**Place:** Pupils combine knowledge of location, physical and human features, and environmental processes to understand what makes a place unique. They consider cultural, historical, and community influences, and reflect on its global significance and environmental role.

Programmes of Study:

- Locate where we are in the world
- Discover physical features of an area
- Investigate human geography of an area
- Discuss impacts of physical features on settlements and economic activities
- Discuss impacts of human features on physical geography
- Reflect on what a place means to its people and its wider significance

Skills Development:

Children use map and fieldwork skills to investigate human and physical features, IT tools to research further information, data analysis and interpretation techniques, and recording methods to evidence findings.

Children are assessed termly by teachers against the key knowledge statements. Teachers use informal quizzes, retrieval practice activities, work in books and observations of discussion to make their judgements. Work is adapted with appropriate scaffolds to make sure all children can access the geography curriculum.

### **Impact**

By the end of their time at Coleman, children will confidently recall and apply geographical knowledge in future learning and real-life contexts. They will demonstrate independence in investigating and discovering information about the world, show proficiency in using maps, atlases,

digital tools, and data to analyze geographical features, think critically about the relationships between location, physical and human geography, and the concept of place, and appreciate the significance of geography in shaping human experiences and global systems.

## Curriculum Structure Diagram

