



At St Saviour's School... We are explorers

To develop pupils' understanding of the world by exploring diverse places, people, and environments, and the dynamic interaction between physical and human processes.



Intent

At St Saviour's School, our geography work forms part of our termly topics where applicable and this influences the activities offered to all pupils from Year 1 to Year 6. We aim to equip pupils 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.

Implementation

The geography curriculum across Key Stages 1 and 2 is designed around key geographical themes that enable pupils to build a deep and connected understanding of the world around them. The intent is to develop pupils' locational knowledge, geographical skills, and curiosity about both their immediate environment and the wider world. Implementation is driven by an oracy-rich approach, where discussion, debate, and enquiry-based tasks allow pupils to articulate ideas, compare places, and explain geographical processes with increasing confidence. Targeted questioning ensures that pupils think critically and apply geographical vocabulary with precision. Fieldwork opportunities are embedded throughout each key stage, allowing pupils to investigate, observe, and record information first-hand. Pupils progressively develop their use of maps, atlases, and digital mapping tools to interpret and present geographical information accurately. The impact is evident in pupils who can confidently communicate their understanding of human and physical geography, apply map skills effectively, and demonstrate curiosity and respect for the diverse world in which they live. The CLT meets with the Humanities Minister each term to ensure that the curriculum is reflective of pupils' opinions and ideas, they consult with the wider school to support the development of the subject as part of the Pupil Government to ensure pupil voice is at the heart of all learning.

Impact

The impact of our geography curriculum is reflected in pupils' ability to think critically about the world around them and apply their knowledge confidently across a range of contexts. Pupil outcomes in topic books show clear progression in geographical understanding, use of vocabulary, and application of skills across all year groups. Pupils evaluate what they have learned and how far they have progressed from their starting points in unique and interesting ways. As pupils move through the school, they develop a secure understanding of both their local environment and its place within a global context. Regular fieldwork and real-world connections foster a sense of curiosity, respect for the planet, and an appreciation of the interdependence of human and physical processes. Exposure to geography-related careers and expert voices from the community helps pupils link classroom learning to future aspirations, ensuring they leave St Saviour's as informed, responsible, and globally aware citizens.

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Year 1		Geographical skills and fieldwork: Weather and seasons Use simple compass directions (North, South, East and West) Name, locate and identify characteristics of Jersey	Human and physical geography: Beaches in Jersey. Physical features – compare coastal physical features . Identify similarities and differences across Jersey beaches
Year 2		Locational knowledge: Map Skills (and physical features) 7 Continents and 5 oceans Human and physical geography: The location of hot and cold areas of the world in relation to the Equator and the North and South Poles To understand geographical similarities and differences through studying the human and physical geography of Jersey, and of a small area in a contrasting country (Jersey and Madagascar)	Human and Physical features and Geographical skills and fieldwork Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of a local area; devise a simple map; and use and construct basic symbols in a key; use simple fieldwork
Year 3	Geographical skills and fieldwork name and locate Jersey; counties and cities of the United Kingdom; devise a map; use and construct basic symbols in a key; use simple fieldwork (Farm School)	Place knowledge/Locational knowledge: Capital cities, UK, Channel Islands and Italy linked to Romans	Human and physical geography (Volcanoes) Name and locate key topographical features and land patterns.
Year 4		Physical features of Geography - Rainforests – Climate zones, Biomes and vegetation belts, The water cycle Map skills - United Kingdom, South America and Africa (Ancient Egypt) concentrating on their countries, and major cities with links to Rainforests	
Year 5		Frozen World (Tides and Coasts) – Locational Knowledge and Comparison Study (Human and Physical Geography) - Jersey and a region within another continent –Arctic and Antarctica; identify the position and significance of latitude, longitude, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Maps - Geographical skills and fieldwork - Use the eight points of a compass; Use symbols and keys, Use Ordnance Survey Maps
Year 6	Locational Knowledge - Map of Europe/World – WW2	Locational Knowledge - The Americas - Contrasting Country - Americas Map of Europe/World – WW2, Map of physical features in the Americas, Describe and understand key aspects of physical geography: Mountains/ivers/ earthquakes	

		<p>Economic activity including trade links: Distribution of natural resources: South America</p> <p>Use the eight points of a compass, use four and six-figure grid references, Use symbols and keys</p>	
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