



St Michael's CE Primary School

Geography Curriculum

2026-2027

Courage to Flourish in the Love of God

Curriculum Intent

At St Michael's CE Primary, our Geography curriculum is rooted in our vision, 'Courage to Flourish in the Love of God'. We believe geography helps pupils to understand God's world and their place within it, inspiring curiosity about people, places and environments.

Through geography, pupils are encouraged to ask questions, explore different perspectives and develop an understanding of how the world is interconnected. We aim to nurture pupils' curiosity, geographical knowledge and enquiry skills, enabling them to think and work like geographers. Pupils are supported to investigate, interpret evidence and make informed judgements with increasing confidence, developing a strong sense of place and responsibility for the world around them.

Our curriculum reflects our commitment to inclusion and ambition for all. Every pupil is supported to access and succeed in geography, regardless of starting point, and is given opportunities to develop confidence, resilience and independence.



In line with our whole-school curriculum, pupils explore diverse places, cultures and environments from the local area to the wider world. This fosters respect, empathy and an appreciation of diversity, helping pupils to understand geography as a subject that connects people, places and environments across the globe.

Over time, pupils develop the ability to think critically, ask thoughtful questions and communicate their geographical understanding using a range of skills and sources. By the end of primary school, they are equipped with the knowledge, skills and confidence to continue exploring the world with curiosity, responsibility and aspiration.

Curriculum Implementation

Curriculum and Sequencing

The Geography curriculum is carefully designed to meet the needs of our pupils through a bespoke curriculum that reflects both our local context and the wider world.

The curriculum is carefully sequenced using a spiral approach, ensuring that pupils regularly revisit and deepen key geographical knowledge, skills and concepts.

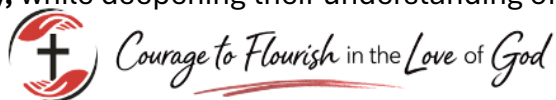
Learning is structured around the five overarching themes of **Belonging, Sustainability, Settlements, Change Over Time and Diversity**, allowing pupils to make meaningful connections between units and year groups.

Our local area is used as a rich resource for geographical enquiry, enabling pupils to investigate their immediate environment and develop a strong sense of place and belonging. Alongside this, pupils study contrasting locations across the United Kingdom and the wider world, broadening their understanding of different environments, cultures and communities while developing a global perspective.

Learning is designed so that new knowledge builds directly on prior learning rather than being taught in isolation. This enables pupils to develop increasingly sophisticated **geographical knowledge, fieldwork skills, mapwork and enquiry**, while deepening their understanding of the

relationships between people, places and environments.

Over time, pupils develop both local and global awareness, recognising the diversity of God's world and understanding how their choices can contribute positively to its future.



Teaching and Learning Approaches

Lessons follow a structured sequence of modelling, guided enquiry, independent application and reflection, adapted to the St Michael's lesson structure.

Teaching develops five key areas of geographical learning: locational knowledge, place knowledge, human and physical geography, geographical skills and fieldwork, and geographical enquiry.

Teachers model geographical concepts, skills and vocabulary clearly, ensuring pupils understand new learning before applying it independently. Pupils are given opportunities to investigate, interpret maps, analyse sources, undertake fieldwork and communicate their findings using a range of geographical skills.

Knowledge and Vocabulary

Key vocabulary is explicitly taught at the start of lessons and revisited regularly. Retrieval practice through 'Do Now' activities reinforces prior learning and supports long-term retention.

The spiral curriculum ensures knowledge and vocabulary are built on over time, allowing pupils to deepen their understanding of geographical concepts and use subject-specific language with increasing confidence..

Practice, Application & Outcomes

Geography books provide evidence of pupils' learning over time, including mapwork, fieldwork, geographical enquiries and written responses.

Progression is seen in pupils' developing knowledge, skills and understanding as they make connections between people, places and environments with increasing confidence.

Reading

Reading is central to our Geography curriculum. During direct instruction, pupils engage with carefully chosen, age-appropriate texts that introduce key geographical knowledge while explicitly teaching subject-specific vocabulary in context.

Pupils develop fluency and comprehension while exploring diverse places, environments and cultures, broadening their understanding of the world and equipping them with the language needed to think and communicate like geographers.



Resources

A wide range of resources is available to support the delivery of geography, including maps, atlases, globes, digital mapping, aerial photographs, artefacts and fieldwork equipment.

Our local area provides a rich learning environment, enabling pupils to investigate geography first-hand through meaningful fieldwork and enquiry. These resources support high-quality teaching and help pupils develop geographical knowledge, skills and understanding.

Assessment

Assessment is ongoing and linked to the St Michael's teaching and learning framework. 'Do Now' quizzes check prior learning, while exit quizzes assess understanding from each lesson. Teachers use questioning, observation and pupils' work to inform next steps and support progress.

Fieldwork ant Trips

Fieldwork is a central feature of our Geography curriculum, bringing learning to life through first-hand investigation. Pupils regularly explore Bartley Green, Birmingham city centre, Bartley Reservoir and the surrounding woodlands, using these locations as outdoor classrooms to develop

fieldwork skills and deepen their understanding of geographical concepts.

Exploring their local area fosters a strong sense of belonging and stewardship, while making meaningful comparisons with places beyond their immediate community helps pupils develop curiosity, empathy and an appreciation of the diversity of God's world.

The Geography curriculum is enriched through educational visits, including the Birmingham Botanical Gardens and the Severn Valley Country Park. These opportunities provide valuable first-hand experiences, allowing pupils to develop fieldwork skills, strengthen geographical enquiry and apply their learning in real-world contexts.



Diversity

A diverse geography curriculum helps pupils to understand and appreciate the richness of the world's people, places and environments while challenging stereotypes and developing respect for different ways of life.

Our bespoke Geography curriculum supports this by:

- Exploring a diverse range of places across the United Kingdom and the wider world, including locations that contrast with pupils' own experiences
- Developing an understanding of different cultures, communities and ways of life, including those within our local area of Bartley Green and the city of Birmingham.
- Investigating global issues, including sustainability, population and environmental change, helping pupils understand the interconnectedness of our world.
- Encouraging pupils to compare places respectfully, recognising both similarities and differences and valuing diverse perspectives

This approach helps pupils develop a strong sense of place and belonging while fostering empathy, curiosity and an appreciation of the diversity of God's world.

Inclusion

Learning is adapted to meet the needs of all pupils through scaffolding, modelling, and flexible support. Tasks are accessible yet appropriately challenging, enabling all pupils to participate, develop skills, and express their ideas with increasing confidence and independence.

SMSC

Our Geography curriculum supports SMSC by encouraging pupils to:

- Develop curiosity about the world and their place within it.
- Explore different perspectives and understand how people experience places differently.
- Reflect on environmental, social and ethical issues, including sustainability and global responsibility.
- Appreciate cultural diversity through the study of different places, communities and ways of life.



British Values

Geography supports the promotion of British values by providing opportunities for pupils to explore the world, understand different communities and consider a range of perspectives.

Through enquiry, discussion and fieldwork, pupils learn to respect different viewpoints and develop tolerance and mutual respect for people from diverse backgrounds and cultures. Lessons encourage curiosity, critical thinking and informed decision-making, while exploring local, national and global issues helps pupils understand democracy, individual liberty, the rule of law and their shared responsibility as global citizens.

Rights Respecting Schools

Our Geography curriculum makes a significant contribution to our Rights Respecting Schools ethos by providing regular opportunities for pupils to explore the world, understand different communities and develop respect for the rights of others.

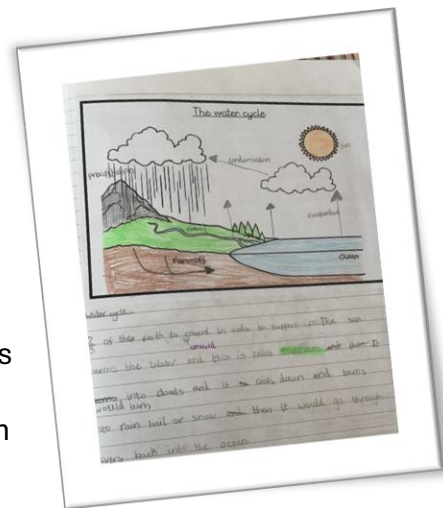
Through carefully sequenced learning, pupils fulfil **Article 29** by developing their knowledge, skills and understanding of the world, **Article 28** through access to a broad and ambitious geography curriculum, and **Article 12** by asking questions, sharing ideas and expressing their views during geographical enquiries. The curriculum also promotes **Article 24**, helping pupils understand the importance of a healthy environment and sustainability, while **Article 30** is explored through learning about the cultures, languages and traditions of

different communities. Together, these opportunities help pupils become curious, informed and responsible global citizens who value diversity and care for God's world.

Sustainability

Sustainability is a golden thread throughout our Geography curriculum. Pupils begin by developing an appreciation of their immediate environment and the importance of caring for the places around them. As their geographical knowledge grows, they explore the sustainable use of natural resources, biodiversity, water conservation and the relationship between people and the environment.

In Upper Key Stage 2, pupils develop a deeper understanding of global sustainability through the study of climate change, ethical trade, climate justice and global interdependence. By the end of Year 6, pupils recognise that sustainability is both a local and global responsibility, equipping them to become informed, responsible citizens who understand how their choices can contribute to a more sustainable future.



Curriculum Impact

The impact of the Geography curriculum is seen in pupils' developing curiosity, geographical understanding and ability to think and work like geographers.

Over time, pupils build secure knowledge and skills, enabling them to make informed connections between people, places and environments at both a local and global level.

- Pupils demonstrate progression in geographical knowledge, mapwork, fieldwork and enquiry, applying increasingly sophisticated geographical skills with confidence.
- Pupils use subject-specific vocabulary accurately to communicate their understanding of geographical concepts, places and processes.
- Geography books and fieldwork outcomes show clear development of knowledge, skills and understanding over time.
- Pupils can ask thoughtful geographical questions, interpret evidence and communicate their ideas, demonstrating curiosity, resilience and independence.
- Pupils make meaningful connections between their local area, the United Kingdom and the wider world, developing an appreciation of diverse cultures, communities and environments.
- All pupils, including those with additional needs, access the curriculum and make progress from their starting points.
- Pupils leave primary school with confidence, curiosity and the knowledge and skills to become informed, responsible global citizens who value diversity and care for God's world.



Curriculum Map 2026-2027

	Autumn	Spring	Summer
Nursery	Geographical Knowledge and Skills – See Nursery Curriculum for more detailed information		
Reception	Geographical Knowledge and Skills – See Nursery Curriculum for more detailed information		
Year 1	Our School, Our Community		The UK and the Wider World
Year 2	Our Local Area: Bartey Green		Hot and Cold Places
Year 3	The UK: Regions, Counties and Cities	Europe: A Diverse Continent	
Year 4		Settlements: Villages, Towns & Cities	Rainforests: Biomes, Climate and Sustainability
Year 5	Volcanoes, Earthquakes and Mountains	Rivers, Reservoirs and the Water Cycle	
Year 6		Climate Change and Sustainability	Global Trade, Migration and Interconnectedness

Spirituality

Our definition of spirituality at St Michael's CE Primary School:

To talk about spirituality is to talk about something which is beyond words.

Spirituality is linked to big questions about the meaning and purpose of life; it includes ideas relating to oneself, others, the natural world and the transcendent.

We refer to this as:

- The stillness of the mind
- The settling of the soul
- The uplifting of the spirit
- Being at one in the world and finding meaning and purpose in life.

For some, but not all, this will be experienced, expressed or explained through faith or belief.

When discussing this with our pupils, we refer to spirituality as:

The way **WOWS, OWS and NOWS** shape me into the person that I am and will become.

Spiritual development contains many facets and it is concerned with a number of areas of an individual's life. Therefore, when developing spirituality in pupils and adults, we, in line with our distinctively Christian vision and our school's definition for spirituality, look at four key areas: self, others, transcendence (beyond), and nature.



Spirituality Opportunities:

Self

Opportunities

- By learning about different regions, cultures, and environments, students begin to reflect on where they come from and what makes their own home special. This fosters a sense of belonging and rootedness, helping children to appreciate their personal connection to their environment.
- Geography lessons that involve outdoor activities or quiet time in nature give students opportunities to reflect on their inner thoughts and feelings. This quiet reflection can lead to spiritual insights or a deeper sense of peace.
- By learning about the Earth's resources, diverse landscapes, and ecosystems, children can develop gratitude not only for the natural world but also for their own experiences and privileges. This sense of appreciation fosters a positive spiritual connection between self and the world.
- Understanding how humans affect the environment helps students reflect on their own actions and choices. This self-awareness promotes a sense of responsibility and encourages thoughtful, ethical decisions.
- Studying different regions of the world, including areas affected by poverty, natural disasters, or environmental degradation, can foster empathy and compassion in students. Geography helps them understand that others may live in very different conditions, promoting a sense of care for people and the planet.

Potential Question Prompts

- When you think about the world and all the different places in it, how does it make you feel about where you live?
- What is something in nature that you are thankful for? How does it make you feel?
- Do you ever feel like you are a part of nature, like the plants and animals? How does that make you feel about yourself?
- When you hear about places that have been affected by natural disasters or environmental problems, how does that make you feel? Why do you think you feel that way?
- How would you feel if the nature around you was in danger? How would you want to help?

Others

Opportunities

- By studying different cultures, countries, and ways of life, children gain a greater understanding of how people live around the world. This fosters empathy, as students reflect on the experiences, challenges, and joys of others in different geographical contexts.
- Learning about regions affected by poverty, natural disasters, or environmental issues helps students develop compassion for those who face challenges.
- By exploring global issues like climate change, deforestation, or water scarcity, children learn that solving these problems requires cooperation and unity. This sense of shared responsibility helps students see themselves as part of a global community.
- By learning about challenges faced by people in different regions (such as lack of access to clean water, food insecurity, or housing), students may feel inspired to take action. This could lead to participation in service projects, fundraising, or awareness campaigns, nurturing a spiritual sense of kindness, compassion, and social responsibility.
- Geography lessons can inspire children to become advocates for the environment, encouraging them to think about how protecting nature also protects people – Eco-warriors.

Potential Question Prompts

- How do you think people in other parts of the world feel when they face natural disasters, like floods or earthquakes? What can we do to help them?
- What can we learn from people who live in different environments, like deserts or rainforests, about how to care for the Earth?
- When you learn about people who don't have access to clean water or food, how does that make you feel? What can we do to help them?
- How do the choices we make, like how we use water or energy, affect people in other parts of the world?
- Why is it important for people around the world to work together to take care of the Earth?
- What can we do to show respect for the Earth?
- How do you feel when you hear about children in other countries who don't have access to clean water?

Transcendence

Opportunities

- Geography allows children to explore natural phenomena like mountains, oceans, rivers, and forests. Understanding the size and complexity of these natural wonders can evoke a sense of awe.
- Geography teaches children how ecosystems are interconnected, showing how plants, animals, humans, and the environment are all part of a larger web of life.
- Geography also reveals how human societies are connected through trade, migration, and shared environmental challenges.
- Through Geography, children learn about natural cycles such as the water cycle, the seasons, and day and night. Understanding these cycles can help them feel in tune with the rhythms of the Earth.
- Geography often introduces the idea that the Earth is a living system, with processes like plate tectonics, erosion, and the carbon cycle shaping the planet over time. This can inspire a sense of wonder at the Earth's ability to sustain life and change, helping students feel connected to something ancient and enduring.
- Geography teaches children about environmental sustainability and the importance of protecting the Earth. Recognising that their actions can contribute to the well-being of the planet and future generations can give students a sense of purpose that transcends their individual lives.

Potential Question Prompts

- What do you think when you learn about enormous natural places like mountains, oceans, or deserts? Do they make you feel small or part of something bigger?
- How does learning about things like volcanoes, or waterfalls make you think about the power of nature?
- What does it feel like to know that the air you breathe, the water you drink, and the land you stand on are shared by everyone on Earth?

Nature

Opportunities

- Fieldwork – local area walks. Looking at what is in immediate environment – appreciating local features.
- studying rainbows can prompt reflection on the wonders of the natural world, encouraging feelings of gratitude and respect.
- Observing the changing seasons
- the water cycle, or the interdependence of species can lead to an awareness of how all living things are connected, promoting a spiritual sense of unity with nature.
- observing trees, birds, or rivers, provides opportunities for students to quietly reflect and feel connected to the living world around them.
- Learning about different plants, animals, and ecosystems helps foster a respect for all living things, encouraging children to view nature as sacred and valuable.
- Teaching children about the importance of protecting nature and conserving resources can nurture a sense of responsibility for the Earth, rooted in a spiritual understanding of caring for the planet.

Potential Question Prompts

- Have you ever felt amazed by something in nature? Can you describe that feeling?
- How do you think we are part of nature? What can we learn from it?
- If the earth could talk, what do you think it would say to us?
- What sounds, smells, or sights in nature make you feel peaceful or calm?
- Why do you think it's important to take care of plants, animals, and the Earth?
- What would happen if people didn't look after the earth? How would that make you feel?
- What in nature are you most thankful for? Why?