



Geography Curriculum Offer



I can do all things through Christ who strengthens me



Our School Vision



St Mary's Catholic Infant and Junior Academies work together to create a caring, friendly and faith-centred community, where we seek to realise the full potential of all our family through the living love of Christ. All our work with children and their families, staff, governors, parishioners and the wider community is influenced by our core values:

Compassion, Respect and Resilience.

Intent

The purpose of our Arches Curriculum is to ensure that our children are **successful** in life and learning. The 'Nine Arches' Sankey Viaduct in Newton-le-Willows has been the inspiration for our curriculum. The viaduct was built by George Stephenson between 1828 and 1830 and the bridge, built to let trains cross above the Sankey Canal, has international significance as the world's earliest major railway viaduct still in use.

At St Mary's Catholic Infant and Junior Academies, Geography is taught through the Kapow Primary scheme to inspire pupils to become curious, explorative thinkers with a deep understanding of the world around them. Our curriculum aims to foster a lifelong fascination with places, people, and environments. Pupils are encouraged to think like geographers—asking questions, making observations, and developing an awareness of how Geography shapes lives at multiple scales and over time. We strive to build pupils' knowledge of diverse locations, physical and human processes, and the interdependence between people and their environments.

From this, we teach to the Arches Principles –

Ambitious – Resilience – Christ at the Heart – Health and Wellbeing – Excellence – Success

Ambitious

Our Geography curriculum is designed to ignite curiosity and ambition in every child. We aim to cultivate globally aware, inquisitive learners who are eager to explore the world and understand their place within it. By fostering high aspirations, we empower pupils to think critically about global challenges, environmental sustainability, and cultural diversity.

Resilience

We aim to cultivate pupils who are not only knowledgeable about the world but also equipped with the emotional and intellectual resilience to explore complex global issues. Geography becomes a vehicle for building confidence, curiosity, and a growth mindset—empowering children to ask questions, reflect critically, and learn from setbacks.

Christ at the centre

Rooted in our Christ-centred vision, our Geography curriculum seeks to inspire pupils to explore God's creation with awe, respect, and responsibility. We aim to develop learners who understand their role as stewards of the Earth, guided by the Gospel values such as compassion, justice, and hope.

Health and Wellbeing

Our aim to create a safe, inclusive learning environment where pupils feel valued, supported, and inspired to explore the world around them. Geography becomes a space for reflection, connection, and personal growth—encouraging children to develop empathy, resilience, and a sense of belonging through their understanding of people, places, and environments.

Excellence

Excellence in Geography means developing inquisitive, reflective learners who think critically, communicate effectively, and act responsibly. We nurture high expectations, encouraging pupils to explore geographical concepts with precision, curiosity, and ambition.

Success

We believe that success in Geography means cultivating confident, curious learners who can think critically, communicate effectively, and apply their knowledge to real-world contexts. Through high expectations and purposeful learning, we inspire pupils to explore global challenges, celebrate diversity, and become responsible citizens.

Our Arches Principles – Rationale for our Geography Curriculum



Having a secure understanding of Geography disciplines and the 4 strands of geography: locational knowledge, place knowledge, environmental, human, and physical and map skills and fieldwork.

Encourage students to ask questions and explore local area and the wider world.



Collect, analyse and communicate with a range of data

Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs etc.

Understanding how different communities show resilience in the face of hardships.



As a Catholic school we place **Christ at the centre** of all that we do. We integrate Gospel values and the teachings of the Catholic Church into every aspect of learning and teaching in our geography teaching.

Field work is embedded in every year group as “geography is learned through the soles of our feet.” It is one of the distinctive features of a geographical education and feeds our children’s curiosity about the world.

Through our geography curriculum, we promote stewardship, caring for the Earth and how we are all interconnected.



Appreciating the big concepts of environmental impact, sustainable development, cultural awareness, and cultural diversity

Appreciation of the world around them and feeling a sense of place

Promoting physical outdoor activity through fieldwork in each year group.

Feeling a sense of connectedness to their friends around the world

Global citizenship



Disciplinary literacy – reading like a Geographer!

Map skills are taught to automaticity

Having both disciplinary and substantive knowledge to **be** geographers

‘Knowledge Maps’ in every classroom to showcase that geography is everywhere



To have secure substantive knowledge to be able to make connections between their learning and their lived experiences.

To have the foundations for later geographical studies.

To be enthused and engaged with geographers.

Being a St Mary's Geographer

At St Mary's, our commitment is to instil in children an enduring curiosity and fascination for the world and its people, fostering a foundation that will accompany them throughout their lives and prepare them effectively for further education and beyond.

Our meticulously crafted curriculum is geared towards providing pupils with a comprehensive understanding of diverse places, people, resources, and both natural and human environments. We aim to cultivate a profound comprehension of the Earth's fundamental physical and human processes. The geography curriculum at St Mary's also plays a pivotal role in nurturing moral, social, and cultural development among our students.

As students' progress through our school, their expanding knowledge of the world empowers them to delve deeper into the intricate interplay between physical and human processes. They gain insights into the formation and utilization of landscapes and environments, contributing to their holistic development.

At St Mary's, we hold a deep appreciation for our beautiful planet and the global community we are part of. Our Geography curriculum is designed to equip students with the knowledge and skills needed to become responsible Geographers. We inspire them to make a positive impact on, embrace, protect, and cherish our local environment, the UK, and the world at large—all while being conscientious of their ecological footprint.

In essence, geography is about comprehending the world through activities such as comparing locations, conducting investigations, researching diverse sources, expressing thoughts in writing and speech about different places, and posing and answering questions. Through these engaging learning experiences, we aim to nurture well-rounded individuals who are not only academically proficient but also socially and environmentally conscious.

Implementation

Our curriculum is meticulously designed with a set of guiding principles aimed at cultivating a profound and secure understanding of Geography disciplines. The curriculum revolves around the four key strands of geography: locational knowledge, place knowledge, environmental (human and physical), and map skills and fieldwork. Each principle is carefully interwoven to inspire a holistic appreciation for the diverse facets of our world.

The curriculum is structured to ensure students develop a secure understanding of Geography disciplines, with a focus on locational knowledge, place knowledge, environmental (human and physical) aspects, and proficient map skills and fieldwork.

Students are encouraged to ask questions and explore not only their local area but also the broader global context, fostering a curiosity that drives their learning journey. Recognizing that "Geography is learned through the soles of our feet," fieldwork is embedded in every year group, promoting a direct and immersive connection to the subject matter. Students are encouraged to appreciate the big concepts of environmental impact, sustainable development, cultural awareness, and cultural diversity, instilling in them a profound sense of place.

Geography Long Term Plan

St Marys 'Arches Curriculum' - all our planning is based on our key principles and intent for our curriculum

Ambitious Resilience, Christ at the Heart, Health and Wellbeing, Excellence, Success

Year Group	Autumn	Spring	Summer
Nursery	WOW moment Exploring maps - Goldilocks and The Three Bears Fiction: Little Red Hen	Wow moment Outdoor adventures The Princess and the Pea Jaspers Beanstalk Plants	Wow moment Around the world The Billy Goat's Gruff People Who Help Us Little Red Riding Hood
	• Daily life/My home-different kinds of homes/Places in our school/Seasons/Simple maps, directions, routes • Collect different materials/Use senses to explore different areas/seasons/Simple routes and directions around our school grounds) • Life is different to other children/ There are different countries/ features of their home • Explore their surroundings and develop a sense of community and belonging. • Explore and respond to different natural phenomena, e.g. weather. • People who help us - know about people who help us within the community and their occupations. • Begin to know that there are different countries in the world and talk about the differences they have experienced or seen • Know that people in other countries can look different and they may speak different languages. Continue developing positive attitudes about the differences between people and talk about how places in the world look different.		
Reception	WOW moment Exploring maps (Features/local environment/home vs other countries/simple mapping skills of local area)	WOW moment Outdoor adventures (Natural world around us/recognise some environments that are different/Talk about different materials/Focus on local environment)	WOW moment Around the world (Countries in the UK/Contrast and compare homes/Physical and human features)

	• Draw our own maps • Journeys to and from • Build a map – familiar building • To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind) • Identifies features on a simple map – in familiar environments such as the classroom and outdoors • Children ask questions about the world and enjoy looking at maps and globes • Can use maps to locate objects in ‘real life’		
Year One	What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?
Year Two	Would you prefer to live in a hot or cold place?	Why is our world wonderful?	What is it like to live by the coast?
Year Three	Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?
Year Four	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?
Year Five	What is life like in the Alps?	Why do oceans matter?	Would you like to live in the desert?
Year Six	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?

Progression Documents

EYFS Understanding of the World - GEOGRAPHY LINKS	Links to KS1	Minimum Expectations for Reception			Minimum Expectations for Nursery	
	Use basic geographical vocabulary to refer to physical and human features	Can briefly explain the difference between human and physical features SP1 SU2	Can use maps to locate objects in 'real life' A2 SU2	Identifies features on a simple map (trees, house, river, mountain) A2 SU2	Identifies features on a simple map (trees, house, river, mountain) A2 SU2	Knows what a map is used for A2 SP1 SU2
	Uses world maps to identify countries. Name and locate the four countries and capital cities of the UK. Compare the UK with a contrasting country.	Can name the 4 countries of the UK and at least 2 other countries SP1	Knows that 4 countries make up the UK and can name at least 1 other country SP1		Knows that there are different countries in the world SP1	Knows that we live in Rainford which is in England SP1
		Can identify similarities and differences between homes and other countries A2 SU2	Can identify similarities and differences between home and our country SP1	Knows that different countries have different homes A2 SP1	Can explain features of other homes A2 SP1	Knows where they live (house, bungalow, flat) A1 SP1
		Make comparisons between life for children in different countries A2		Explains how life may be different for other children A2	Explains how life may be different for other children A2	Can articulate what daily life is like in our country A2 SP1

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
GEOGRAPHICAL KNOWLEDGE The U.K. and Local Area	The child can use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom. The child knows about the local area and can name key landmarks, e.g. the nearest local green space.	The child can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map. The child can know about the local area, and name and locate key landmarks.	The child can describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK. The child can relate continent, country, county, city/where you live. The child can locate the UK's major urban areas; locate some physical environments in the UK.	The child can describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties. The child can locate and describe some human and physical characteristics of the UK.	The child can locate and describe some physical environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains. The child can locate the UK's regions and major cities.	The child can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change. The child can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. The child can recognise broad land-use patterns of the UK.

GEOGRAPHICAL KNOWLEDGE The World and Its Continents	The child can recognise and name some continents and oceans on a globe or atlas.	The child can name and locate the seven continents and five oceans on a globe or atlas.	The child can locate countries in Europe. Describe some European cities using an atlas. Use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere. Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles. The child can describe key physical and human characteristics and environmental regions of Europe.	The child can relate continent, country, state, city. The child can identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude.	The child can describe some key physical and human characteristics of North and South America. The child can locate some major cities and countries North and South America on physical and political maps. The child can locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude. The child can describe key physical and human characteristics and environmental regions of North and South America.	The child can locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude, and longitude, and relate this to their time zone, climate, seasons and vegetation.
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GEOGRAPHICAL UNDERSTANDING Physical Themes	The child can talk about the day-to-day weather and some of the features of the seasons in their locality. The child can show awareness that the weather may vary in different parts of the UK and in different parts of the world. The child can talk about a natural environment, naming its features using some key vocabulary.	The child can identify seasonal and daily weather patterns in the United Kingdom. The child can describe which continents have significant hot or cold areas and relate these to the Poles and Equator. The child can recognise a natural environment and describe it using key vocabulary.	Describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles. Understand that climate and vegetation are connected in an example of a biome, e.g. the tropical rainforest. Indicate tropical, temperate, and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.	The child can recognise different natural features such as a mountain and river and describe them using a range of key vocabulary. The child can use simple geographical vocabulary to describe significant physical features and talk about how they change. The child can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. The child can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains. The child can describe and understand a range of key physical processes and the resulting landscape features.	The child can understand that animals and plants are adapted to the climate. The child can understand our food is grown in many different countries because of their climate.	The child can understand how food production is influenced by climate.
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GEOGRAPHICAL UNDERSTANDING Human Themes	The child can talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary.	The child can identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary.	The child can identify and sequence different human environments, such as the local area and contrasting settlements such as a village and a city. The child can recognise features and some activities that occur in different settlements using a range of key vocabulary. The child can understand the basic physical and human geography of the UK and its contrasting	The child can identify and sequence a range of settlement sizes from a village to a city. The child can describe the characteristics of settlements with different functions, e.g. coastal towns. The child can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.	The child can know and understand what life is like in cities and in villages. The child can know the journey of how one product gets into their home in detail. The child can describe some renewable and non-renewable energy sources. The child can describe different types of	The child can know and understand what life is like in cities and in villages and in a range of settlement sizes. The child can understand that products we use are imported as well as locally produced. The child can explain how the types of industry in the area have changed over time.

			human and physical environments. The child can recognise that some regions are different from others	The child can understand the physical and human geography of the UK and its contrasting human and physical environments. The child can explain why some regions are different from others.	industry currently in the local area. The child can understand how a region has changed. The child can understand hazards from physical environments such as avalanches in mountain regions.	The child can understand where our energy and natural resources come from. The child can understand how a region has changed and how it is different from another region of the UK. The child can understand hazards from physical environments and their management, such as avalanches in mountain regions.
GEOGRAPHICAL UNDERSTANDING Understanding Places and Connections	The child can make observations about, and describe, the local area and the nearest local green space. The child can describe an aspect of the physical and human geography of a distant place. The child can show awareness of their	The child can make observations about, and describe, the local area and its physical and human geography. The child can describe the physical and human geography of a distant place. The child can describe their locality and how it	The child can show awareness of the physical and human characteristics of a European region. The child can know and share information about a European region and a region in North or South America and understand that a	Understand and describe how some physical processes can cause hazards to people. The child can recognise and describe some advantages and disadvantages of living in hazard-prone areas.	The child can show awareness of the physical and human characteristics of a region in North or South America. The child can know and share information about a European region and a region in North or South America and understand that a	The child can explain some ways a biome (including the oceans) is valuable and under threat from human activity. The child can understand how human activity is influenced by climate and weather.

	locality and identify one or two ways it is different and similar to the distant place.	is different and similar to the distant place.	region such as the Alps is unique.		region such as the Alps is unique. The child can know information about a region of Europe and North or South America, its physical environment and climate, and economic activity.	The child can identify an important environmental issue. The child can know information about a region of Europe and North or South America, its physical environment and climate, and economic activity. The child can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. The child can understand how human activity is influenced by climate and weather. The child can explain several threats to wildlife/habitats.
GEOGRAPHICAL UNDERSTANDING Map Skills	Using maps Use a simple picture map to move around the school Use relative vocabulary such as bigger, smaller, like, dislike	Using maps Follow a route on a map Use simple compass directions (North, South, East, West) Use aerial photographs and plan perspectives	Using Maps Follow a route on a map with some accuracy.	Using Maps Follow a route on a large-scale map. Locate places on a range of maps (variety of scales)	Using Maps Compare maps with aerial photographs. Select a map for a specific purpose.	Using Maps Follow a short route on a OS map Describe the features shown on an OS map.

	Use directional language such as near and far, up and down, left and right, forwards and backwards	to recognise landmarks and basic human and physical features	Locate places using a range of maps including OS & digital. Begin to match boundaries (e.g. find same boundary of a country on different scale maps). Use 4 figure compasses, and letter/number co-ordinates to identify features on a map.	Identify features on an aerial photograph, digital or computer map. Begin to use 8 figure compass and four figure grid references to identify features on a map.	Begin to use atlases to find out other information (e.g., temperature) Find and recognise places on maps of different scales. Use 8 figure compasses, begin to use 6 figure grid references.	Use atlases to find out data about other places. Use 8 figure compass and 6 figure grid reference accurately. Use lines of longitude and latitude on maps
	Map knowledge Use world maps to identify the UK in its position in the world. Use maps to locate the four countries and capital cities of UK and its surrounding seas	Map knowledge Locate and name on a world map and globe the seven continents and five oceans. Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles	Map Knowledge Locate the UK on a variety of different scale maps. Name & locate the counties and cities of the UK.	Map Knowledge Locate Europe on a large-scale map or globe, Name and locate countries in Europe (including Russia) and their capitals cities.	Map Knowledge Locate the world's countries, focus on North & South America. Identify the position and significance of lines of longitude & latitude.	Map Knowledge Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages.
	Making maps Draw basic maps, including appropriate symbols and pictures to represent places or features Use photographs and maps to identify features	Making maps Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph) Use and construct basic symbols in a key	Making Maps Try to make a map of a short route experiences, with features in current order. Create a simple scale drawing.	Making Maps Recognise and use OS map symbols, including completion of a key and understanding why it is important. Draw a sketch map from a high viewpoint.	Making Maps Draw a variety of thematic maps based on their own data. Draw a sketch map using symbols and a key.	Making Maps Draw plans of increasing complexity. Begin to use and recognise atlas symbols.

			Use standard symbols and understand the importance of a key.		Use and recognise OS map symbols regularly.	
GEOGRAPHICAL SKILLS AND ENQUIRY Field Work	Gathering Information ○ Use basic observational skills ○ Carry out a small survey of the local area/school ○ Use a pro-forma to collect data e.g. tally survey ○ Ask and respond to basic geographical questions ○ Ask a familiar person prepared questions Sketching ○ Draw simple features ○ Sketching ○ Create plans and raw simple features in their familiar environment ○ Add labels onto a sketch map, map or photograph of features Audio/Visual ○ Recognise a photo or a video as a record of what has been seen or heard ○ Use a camera in the field to help to record what is seen	Gathering Information ○ Use appropriate terminology. ○ Use a simple database to present findings from fieldwork. Sketching ○ Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction. Audio/Visual ○ Select views to photograph. ○ Add titles and labels giving date and location information. ○ Consider how photos provide useful evidence. ○ Use a camera independently. ○ Locate position of a photo on a map	Gather Information ○ Ask geographical questions. ○ Use database to present findings from fieldwork. ○ Use a database to interrogate/amend information collected. ○ Select appropriate methods for collecting data such as interviews. ○ Use graphs to display data collected. ○ Evaluate the quality of evidence collected and suggest improvements. Sketching ○ Use sketches as evidence in an investigation and select field sketching from a variety of techniques. ○ Annotate sketches to describe and explain geographical processes and patterns. ○ Evaluate their sketch against a set criterion and improve it Audio/Visual ○ Make a judgement about the best angle or viewpoint when taking an image or completing a sketch. ○ Use photographic evidence in their investigations. ○ Evaluate the usefulness of images.			

Vocabulary is VITAL

Valued	We value vocabulary in geography and in everything we do.
Identified	Geography vocabulary is identified by the geography subject leader and is explicitly planned for.
Taught	Vocabulary is explicitly taught in every lesson. Our Knowledge Organisers are used as a teaching tool for key geography focused vocabulary and the geography medium term plans include additional vocabulary to be taught.
Applied	Once vocabulary is taught, it is applied. Children apply their vocabulary in their speaking and listening, writing and assessment outcomes in geography
Learned	Vocabulary is revisited and relearned. Vocabulary sticks in the children's long-term memory. Lesson by lesson, year by year, children revisit and relearn key geography vocabulary.

EYFS

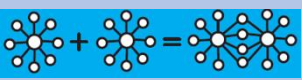
Through an **'explosion of experiences'**, our youngest geographers are exposed to the foundations of their geography learning. Carefully planned geography experiences are provided for our children. High quality lessons, stories and rhymes and continuous provision in EYFS provides the building blocks for our St Mary's geographers. Geography vocabulary is planned for and staff ensure children are exposed to the correct terminology when exploring experiences that have geographical links. Staff are role models in demonstrating geographical vocabulary and this is further enhanced in our excellent provision. The foundations of geography learning in EYFS is linked to Year 1 and beyond.

Both our staff and children are enthusiastic about geography. Through ongoing quality CPD, we strive to ensure our teachers have expert knowledge of the geography that they teach. Our pedagogy is firmly based upon our curriculum intent of embedding concepts into long-term memory so that they are able to be recalled, to ensure substantive and disciplinary knowledge and skills can be applied fluently. Recap sessions within our 5-part lesson structure is designed to 'interrupt the forgetting'.

Our 'St Mary's Quality First Teaching' model ensures that lessons are effectively sequenced so that new knowledge and skills build on what has been taught before and towards defined end points. Pre-assessments are planned with the lesson structure to support staff when planning for learning.

Lesson Structure

St Mary's Catholic Infant and Junior Academies

St Mary's Catholic Infant and Junior Academies	
	Lesson Part 1: Focus on Feedback This part of the lesson allows for children to revisit their learning from the previous lesson to address any misconceptions or to complete a challenge for retrieval practice or to further deepen their knowledge of a concept. Feedback from the previous lesson should provide children with prompts to address misconceptions to promote resilience or where necessary should provide specific, accurate and clear feedback focusing directly on the misconception.
	Lesson part 2: Recap This part of the lesson allows for retrieval practice of previous learnt knowledge, concepts or processes. Depending on the outcome of teacher assessment from the previous lesson, this could also include revisiting a misconception at a whole class level. The task should allow for consolidation of prior learning and promote the application of this to other topics where appropriate.
 	Lesson Part 3: New learning Vocabulary is introduced or in some cases revisited at the start of the hook. Explicit teaching of new vocabulary is taught here including the teaching of the vocabulary in a context where applicable. Retrieval practice of key vocabulary is also completed. The key learning should be shared with the pupils at the start of this section. Effective teaching modelling is evident during this part of the lesson with teachers clearly modelling their own thinking.
INDEPENDENT PRACTICE 	Lesson Part 4: Independent Task The independent task allows for children to practise or apply their learning. Present the new learning small steps. This is a vital opportunity for assessment and all adults in the class provide immediate feedback through live marking.
	Lesson Part 5: Plenary The plenary is an essential opportunity to consolidate learning, gauge levels of understanding and develop pupils' skills in explaining, reasoning, and justifying where appropriate. This part of the lesson provides teachers with immediate, formative assessment of the children's understanding from the lesson and any misconceptions which may need to be addressed either within this part of a lesson or at the start of the next lesson.

Impact

Our curriculum will provide children with the cultural capital that will enable to use geographical vocabulary accurately and understand the different strands of geography, with a deep understanding of the Earth's key physical and human processes. Children will begin to contemplate and apply both substantive and disciplinary knowledge beyond the realm of geography, recognizing its interconnectedness with other subjects rather than treating it in isolation.

They will enhance their inquiry skills and cultivate a curious mindset about the world and its impact on them. Every child will recognize that they possess the agency to make choices that contribute to a positive commitment to the environment and the future of the planet. Children will develop proficiency in collecting, analysing, and effectively communicating diverse sets of data. They will gain the ability to interpret a variety of geographical information sources and articulate geographical insights through a range of communication methods. All students in the school will confidently express their knowledge, skills, and learning in the field of geography.