



St Dennis Primary Academy - Geography



“Geography is a subject which holds the key to our future.” – Michael Palin

The study of real people in real places, and our relationship with the environment, is at the heart of the geography curriculum. Therefore, there are many occasions when we give children the opportunity to reflect on their own values and beliefs, and those of others. For example, we give opportunities to think about the feelings of a child living in Mugurameno in Zambia in Year 2, or being a victim of a natural hazard in Year 6; to reflect on the beauty of their immediate environment through fieldwork in Year 1 and 4, and to explore their own feelings about the people, places and environments they are learning about in the United Kingdom, Europe and in the wider world.

Geography learning in the classroom, whether individual, in pairs or groups fosters good social behaviour. However, through fieldwork, geography makes a distinctive contribution to social development through independence, communication and problem solving. Geography also has a key role in developing an understanding of citizenship. For example, learning about fishing as a local trade in Year 6 fosters a sense of the interdependence of people and places. Through geography, children develop a knowledge and understanding of the concept of sustainable development.



Most geographical issues have a moral dimension. Environmental relationships provide a wealth of opportunities for distinguishing a moral dimension; for example, pupils in Year 4 discuss whether the rainforest being exploited really affects them. Discussion, role-play and decision-making exercises enable children to explore such issues. In doing so, children learn about the varying views held by society, and develop their own attitudes and values in relation to these.

Through the study of real people in real places, geography makes a major contribution to cultural development. Children learn about the characteristics of their local area, and contrast where they live with more distant localities, such as New York in America in Year 3. A sense of place requires a knowledge and understanding of the cultural traditions of the people who live there. For example, pupils in Year 2 learn about different styles of dress and buildings, while older pupils explore different attitudes towards the environment. Geography is a natural vehicle for exploring multicultural societies.