'Love one another as Jesus loved us' (John 13 v 34-35)

Geography at St Mary's CE Primary School

Geography Curriculum Rationale

At St Mary's CE we are geographers! We want the children at our school to love geography. We want our children to aim high, be ambitious and grow up wanting to be climatologists, environmentalists, town planners and meteorologists. Our vision at St Mary's CE Primary School is to encourage and nurture the growth of every individual and their uniqueness, so that all flourish and become all that they can be and all that God made them to be.

The geography curriculum has been carefully designed and sequenced so that our children develop their geography capital. We want our children to remember their geography lessons in our school and embrace the geography opportunities they are presented with! Children in Year 1 have used their geography skills, such as mapping and surveying when walking around the area of High Crompton. In Year 3, children have enhanced their understanding of physical geography by visiting Castleshaw outdoor centre as part of the study of rivers. Bringing geography alive is important at St Mary's CE Primary School.

Curriculum Intent

The geography curriculum is ambitious and allows our children to become independent and resilient – like all curriculum areas. We want to equip our pupils with all the statutory requirements of the geography National Curriculum and also prepare them for the opportunities, responsibilities and experiences in the next stage of their education and beyond. We want our children to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have. We achieve this by providing a strong SMSC curriculum, with British Values and our core values placed at the heart of everything we do. We celebrate the diversity within British society, both locally and nationally. Through studying the local area (Year 1), island and mainland life (Year 2) and regions of the UK (Y5), pupils are able to ask questions about and appreciate the differences between places. They are able to enquire about places, understand how places have changed over time .This often feeds into the geography curriculum where we enrich their time in our school with memorable, unforgettable experiences and provide opportunities, which are normally out of reach, to engage and intrigue our pupils. For example, Year 5 have visited Crosby Beach, as part of their study of the UK, to develop their understanding of human and physical features associated with coastal areas. We have revisited the geography long term plan and have ensured that local, national and global locations are studied to develop our pupils' understanding of different places and cultures.

Curriculum Implementation

We have just completed a second review of the geography curriculum and this will become an annual task. In this second review, the geography curriculum has been carefully revisited to ensure there is a clear progression of knowledge and vocabulary, embedding key aspects of learning as aspects are revisited. The medium term plans are under review to ensure that the progression document is clearly reflected in the sequence of learning within any given topic. The assessment points and milestones are being defined and developed to reflect the key learning required in each year group. This will ensure the way geography is taught throughout our school follows a consistent structure.

With the reviewed curriculum pupils explore and practise geographical skills and ,where possible, use fieldwork in the school environment and further afield. Children will develop their understanding of how the Earth's features are shaped, and how they connect.

Geography subject specific characteristics, which we expect the children to demonstrate, have been developed. These characteristics underpin all work in Geography.

These characteristics are:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
    - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
    - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
    - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Subject Leads have devised whole school subject long-term curriculum plans, which identify when the different subjects and topics will be taught across the school and across the academic year. All subjects are taught discretely but staff make meaningful links across subjects where appropriate. They link prior knowledge to new learning to deepen children's learning. For example, in Year 5 when the children learn about earthquakes and volcanoes, they build upon the knowledge learned in Year 3 in the Rocks and Soils science unit of work. When Year 6 learn about the Rainforest, children build on their knowledge of the tundra and desert biomes learned in Year 5.

Class Teachers have devised year group long-term curriculum plans which outline when the different subjects and topics will be taught across the academic year within the year group.

Medium term plans have been developed and continue to be refined to show the sequence of lessons taught within each topic. These set out the learning challenges for each lesson and closely reference the key learning, vocabulary and progression document.

In Key Stage One, a geography unit of work will be taught each term, which will usually consist of a series of between six and eight lessons. In Key Stage 2, classes will be taught between one and three geography units of work per year. This ensures that all the National Curriculum objectives are covered and there are opportunities to revisit subject matter and reinforce vocabulary. We believe that by constructing our curriculum this way, we improve the potential for our children to retain what they have been taught, to alter their long-term memory and thus improve the rates of progress they make.

Curriculum Impact

We use both formative and summative assessment information in every geography lesson. Staff use this information to inform their short-term planning and support. This helps us provide the best possible support for all of our pupils, including the more able. The progression document and the assessment points, once finalised, for each year group ensure that skills in geography are progressive and build year on year.

Our aim is for staff to use geography formative assessment methods to systematically assess what the

children know as the topic progresses and inform their future planning. This formative assessment is then used to inform summative assessment judgements for each topic.
Assessment information in geography is collected once a year and analysed as part of our monitoring cycle. This process provides an accurate and comprehensive understanding of the quality of education in geography. A comprehensive monitoring cycle is developed at the beginning of each academic year. This identifies when monitoring is undertaken. Monitoring in geography includes: book scrutinies, lesson observations and/or learning walks, pupil/parent voice.
All of this information is gathered and reviewed. It is used to inform further curriculum developments and provision is adapted accordingly.

At St Mary's CE Primary School, we are

GEOGRAPHERS!

Geography programmes of study: Key stages 1 and 2 National curriculum in England

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should 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.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
    - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
    - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
    - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.
Schools are not required by law to teach the example content in [square brackets].

Subject content

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
    - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
    - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge :

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- describe and understand key aspects of:
    - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
    - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.