



St Cuthbert's RCVA Primary

Geography Curriculum Statement

NATIONAL CURRICULUM PURPOSE OF STUDY

THE NATIONAL CURRICULUM STATES THAT:

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.

In addition, at St Cuthbert's we ensure that our children understand Geography has the capacity to make tangible and effective connections across subjects. Geography is a subject that contextualises and extends the possibilities for developing and applying language and mathematics, and enriches understanding of, and in, subjects from science and history to art and design. The children will be proud of where they live and understand their local heritage and how it relates to the national story. . It encourages a holistic appreciation of how the world works and of the interconnections between concepts such as scale, community, cultural diversity, interdependence and sustainability.

NATIONAL CURRICULUM REQUIREMENTS FOR SUBJECT CONTENT AT KS1

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.

NATIONAL CURRICULUM REQUIREMENTS FOR SUBJECT CONTENT AT KS2

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.

CURRICULUM INTENT

It is our intent for the Geography element of our school curriculum to inspire pupils with 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.

We are committed to providing children with opportunities to investigate and make enquiries about their local area of Seaham so that they can develop of real sense of who they are, their heritage and what makes our local area unique and special.

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. We want our children to gain confidence and practical experiences of geographical knowledge, understanding and skills that explain how the Earth's features at different scales are shaped, interconnected and change over time.

CURRICULUM IMPLEMENTATION

Through the framework of the 2014 National Curriculum, geography taught at St Cuthberts School, aims to ensure that all children:

- develop age-appropriate, accurate knowledge of the location, physical and human characteristics of a wide range of globally significant places including terrestrial and marine locations
- to use this knowledge to provide a geographical context to study and understand the actions of important geographical processes
- understand that these processes give rise to the key physical and human geographical features of the world, how these are interdependent and how they bring about variation and change to the geographical landscape
- to be able to use geographical vocabulary which is appropriate and accurate and which develops and evolves from EYFS to KS1 and through to KS2
- collect, analyse and present a range of data, gathered through experiences of fieldwork, to deepen understanding of geographical processes
- use and interpret a wide range of sources of geographical information, including maps, diagrams, globes and aerial photographs
- are able to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length
- to fulfil the requirements of the 2014 National Curriculum for Geography
- to promote children's spiritual, moral, social and cultural development helping them to have a greater understanding of their place in the world, and their rights and responsibilities to other people and the environment

Geography is a foundation subject in the National Curriculum. Our school uses the objectives from the curriculum as the basis for the planning in Geography. Planning is progressive and begins with basic skills which are then applied and practised in a range of contexts and with increasing demand, competition and complexity. Geography is a subject packed with excitement and helps us to better understand its people, places and environments, and the interactions between them. Geography also helps us

understand how and why places are changing, and to better imagine, predict and work towards, likely and preferred futures. Underpinning all of this is a strong spatial component that deepens our understanding of what places are like, why and how they are connected, and the importance of location.

We believe that geography should be an interactive subject which strives to ignite a child's natural curiosity.

TEACHING & LEARNING

Geography lessons focus on developing geographical skills and children working as geographers. Geography is an enquiry led subject that seeks answers to fundamental questions such as:

- Where is this place?
- What is it like? (And why?)
- How and why is it changing?
- How does this place compare with other places?
- How and why are places connected?

We intend for our children to have real life experiences and learn about geography in an active and creative way. The planning of learning always begins with the skills and knowledge that needs to be taught and enrichment opportunities and opportunities to apply learning.

Early Years

Geography is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to begin to gain a wider experience of the world around them, to help them to think and make connections between ideas. Children learn about seasons, the weather, features in the local area and the buildings that surround them.

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.

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Geographical skills and fieldwork

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Key Stage 1 Overview

Year	Autumn	Spring	Summer
1	<p>What is my place like?</p> <p>My Geography</p> <p>Home and School</p> <p>Focus: Fieldwork and observational skills. Basic maps.</p>	<p>What can I find?</p> <p>Me and my corner of the world.</p> <p>Local area.</p> <p>Focus: Fieldwork and observational skills, basic maps, use and labelling of photographs, geographical language.</p>	<p>What is my country like?</p> <p>Me and my UK.</p> <p>UK countries, capitals and seas.</p> <p>Focus: map skills, photograph use, basic atlas introduction</p>
2	<p>Why is my world wonderful?</p> <p>Simple world Maps and features.</p> <p>Focus: continent, oceans, mountains, rivers.</p>	<p>Wherever next?</p> <p>Location and journeys e.g. Meerkat Mail.</p> <p>Focus: hot and cold places, continent, oceans, North/South/East/West.</p> <p>Key vocabulary.</p>	<p>Holidays – where shall we go?</p> <p>Place comparisons – geographical features.</p> <p>Focus: contrast area of UK and area of non-European country, e.g. UK Seaham and Cape Town safari.</p>

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.

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3	<p>UK Discovery – is the UK the same everywhere?</p> <p>Focus: Physical geography - hills, coasts, rivers, farms, industry, population.</p>	<p>Why do we have cities?</p> <p>UK towns, cities and countries.</p> <p>Focus: countries, land use, settlement, contrasting cities.</p>	<p>We've got it all! Why is the North East special?</p> <p>Regional focus with lead on rivers and coasts.</p> <p>Focus: Fieldwork, water cycle, rivers- their formation and impact.</p>
4	<p>What can we discover about Europe?</p> <p>Places, features and people.</p> <p>Focus: land use, key human and physical features, and locations.</p>	<p>Why does Italy shake and roar?</p> <p>Bay of Naples.</p> <p>Focus: region in Europe, physical and human characteristics, tectonics.</p> <p>Compare to North East England.</p>	<p>Local fieldwork – school discretionary study.</p>
5	<p>What shapes my world?</p> <p>Processes and key features shaping places and human experiences</p> <p>Focus: weather, water, tectonics, biomes and climate zones</p>	<p>Where could we go? Fantastic Journeys.</p> <p>Focus: key countries and features of the world. Regions, tropics, hemispheres, tropics, time zones Longitude/Latitude.</p>	<p>Where has my food come from?</p> <p>Origins of key foods.</p> <p>Focus: trade links, natural resources, fieldwork, thematic maps, industry, farming, employment. Possible link to local fieldwork to conduct survey/questionnaire and impact evaluation.</p>
6	<p>Fantastic Forests – Why are they so important?</p> <p>Vegetation, biomes, forest types.</p> <p>Focus: world maps of different types, biomes and different types of forests, rainforests with case study of South America. Local fieldwork opportunity in local woodlands, data collection and presentation tasks.</p>	<p><i>School discretionary study</i></p>	<p>Destination Sao Paulo! What do places have in common?</p> <p>Comparing a region in South America with a region in the UK.</p> <p>Focus: Human and physical features, village/cities/lifestyle. Comparative writing focus.</p>

EXTRA CURRICULAR GEOGRAPHY OPPORTUNITIES

All geography lessons are tailored to the needs of the children in the class. The teachers/HLTA deliver lessons pitched at an appropriate level for all before modelling activities as well as providing differentiated tasks to support less able pupils. All history lessons are inclusive for all children.

We strive to increase the Cultural Capital for all children. We therefore try to include as many geographical visits or invite visitors into school who can share their knowledge and increase their cultural capital and love for Geography. In KS2 the children are given the opportunity to go away on a residential visit.

Our School council is actively involved in promoting environmental issues eg saving electricity. Our gardening club grow their own vegetables which are given to the school kitchen. Our Mini Vinnies try to increase the awareness of poverty in our own country by collecting food for our local food bank.

SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT

We aim to develop SMSC through Geography by:

Spiritual

The study of Geography is promoting a sense of wonder and fascination with the physical and human world. An understanding of scale is an important aspect of Geography and how small changes in climate can have far reaching consequences. Understanding that all life is linked together and create the processes that make Earth the only known inhabited planet. Pupils reflect on the long and short term impacts noting the rights and wrongs linking into the value of justice. The value of stewardship is covered looking at reduce, reuse and recycle.

Moral

Moral issues are a vital part of many of the topics covered in Geography. We look at how the development of cities have put pressure on wildlife and the rural-urban fringe. We explore issues of poverty and the issue of food miles and the moral dilemma of importing food and the consequences of it on global warming.

Social

Social issues are common themes within Geography. We look at issues eg global warming with an emphasis on how they can make a difference by making small

changes to their lifestyles. Pupils also develop leadership and teamwork both in the classroom and on field work visits.

Cultural

Understanding different cultures is an important part of Geography. We look at the development of settlements within the United Kingdom and the importance of leisure and tourism and how shifts in culture have impacted on tourism.

British values in Geography

We aim to promote British values through Geography as it encourages pupils to explore how places have been changed by the contexts and processes that have shaped them. It helps them to understand the complex ways in which communities and societies are linked and to appreciate the diversity of people's backgrounds. Geography also helps pupils to understand society better. Appreciating diversity encourages positive relationships and shared values. It promotes tolerance and partnership, within local and wider communities.'

RIGHTS RESPECTING SCHOOL

As a rights respecting school we hope that through our Geography topics:

our pupils grow into confident, caring and responsible young citizens both in school and within the wider community. By learning about their rights, our children also learn about the importance of respecting the rights of others.

CURRICULUM IMPACT

ASSESSMENT & RECORDING

We hope that our Geography Curriculum will encourage children to learn to make links and form a life-long love of investigating, enquiry and questioning. This has a huge impact on other curricular areas due to the links children make. Vocabulary especially is continually being expanded and embedded giving children more confidence to tackle new ideas and dig deeper.

The impact and measure of this is to ensure that our children are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

We want the children to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future. Teachers assess children's work in Geography by making informal judgements against objectives. At the end of the year, the class teacher makes a summary judgement about the work of each pupil in relation to the skills they have developed in-line with the National Curriculum in England 2014 and these are reported to parents as part of the child's annual school report. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

MONITORING & REVIEW

The monitoring of the standards of children's work and of the quality of teaching through monitoring planning, lessons and pupil voice in Geography is the responsibility of the Geography lead and Head Teacher.

The work of the Geography Leader also involves supporting colleagues in the teaching of History, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

The Geography Lead meets termly with Humanities governor to discuss budget and development priorities and reports to the full governing body as part of the Head Teacher's report to governors termly.

EXTERNAL VERIFICATION

Our School Council are actively involved in working towards our Green Flag Award. We are also in the process of working towards our Green Tree Award. Both of these awards require the children to look at improving environmental issues in their school.

