



Subject on a Page

Geography



At St. Cuthbert's we want our pupils to develop a curiosity about the world & its people & to link their learning with the principles of become life long stewards.

Intent: What do we want for all our pupils?

We want our pupils to develop a curiosity and fascination about the world and its people that is lifelong. We want them to be equipped with knowledge and understanding about physical and human geography as well as knowledge about diverse places, people, resources and natural and human environments. Our pupils will learn from a range of sources and techniques and will have opportunities each year to experience geography outside the classroom, developing fieldwork techniques and communicating geographically through maps, annotations, data handling and writing.



develop secure location and place knowledge



use geographical techniques e.g. fieldwork, map work, data handling & communicating



develop secure knowledge of physical features and processes



develop knowledge of human interaction with the environment



benefit from a carefully sequenced curriculum with strong links to KS3

Implementation: How we sequence & teach our geography curriculum

Curriculum Design

In EYFS students begin to develop their understanding of the world around them. They will know where they are placed and will begin to recognise that there are other places around them. They will become familiar with the location of their home and school; learn about the name of the street they live on as well as the name of their local town or city. They will be introduced to geographical techniques such as map literacy by creating maps of their immediate environment, making links to writing through labelling. They will begin to differentiate between physical features and human features.

As they move into Key Stage 1, students gain a greater understanding of the world around them, studying their local area in greater detail, expanding to the UK, and our wonderful world with specific focuses on hot & cold places and Kenya. Their locational and place knowledge will deepen as they begin to look more closely at their immediate environment but also Planet Earth as a whole. They will identify types of housing and weather patterns as well as naming the countries within the UK, the seven continents and five oceans. They will begin to understand why different locations have different climates and will be able to compare and contrast opposing environments, using geographical vocabulary. Students will become more aware of how humans interact with the environment in different parts of the earth. They will study different types of map and will broaden their own understanding of maps and graphicacy by creating more detailed maps using symbols and keys.

In Lower Key Stage 2, students study the UK in more detail, they learn specific locational facts such as capital city names, landmarks and flags. They also begin to develop an understanding of human geography by studying population and distribution. They look at physical features of the UK by contrasting rural and urban areas and gain an understanding of migration and tourism and focus particularly on the North East in Y3 and expand into learning about Europe in Y4. Students are provided with many opportunities to develop a greater understanding of the physical processes that take place on earth by delving into the natural world and its resources, they will understand how volcanoes form, how and why earthquakes occur and will study rivers and coasts – completing case studies as they go.

As they progress to Upper Key Stage 2, students continue explore the human world, enabling them to see links to their physical geography. They will study settlements and land use, natural resources and their use, biomes and Mexico. They will continue to deepen their geographical skills and knowledge through studying many different types of maps and graphs. They will understand the difference between labelling and annotating and will be able to analyse different types of data using these geographical techniques. They will complete extended pieces of writing demonstrating their understanding, using subject specific vocabulary. This curriculum prepares them with high quality skills and knowledge needed for Key Stage 3 and beyond.

Geography	Autumn		Spring		Summer	
EYFS		My Home and Seaham	Cold Lands	Maps of our Area	Maps of the School	Seaside & Countryside
Year 1	What is my place like?			What is our country like?		
Year 2	Why is my world wonderful?		Whatever Next? Hot & Cold Places		Contrasting Localities - Kenya	
Year 3	Is the UK the same everywhere?			Why is the North East special?		
Year 4	Europe		Italy/Earthquakes & Volcanoes		Coasts - local geography	
Year 5	Natural Resources			Settlements		
Year 6	Biomes		Forests		Mexico	

Lesson Design

Lessons vary in approach but will include the following in each academic year:



All lessons begin with recall of previously taught knowledge



Acquiring and developing knowledge of human & physical geography



Reading, interpreting or creating maps



Thinking geographically and forming ideas and opinions



Fieldwork or investigation



Communicating using data, writing and maps like a geographer

Impact: How do we assess our geography curriculum?

Ongoing formative assessment is essential in supporting pupils in geography to address misconceptions and provide the opportunity for teaching staff to close any gaps in knowledge as well as extending and challenging pupils. End of topic assessments are used, which enable teachers to see which pupils are consistently retaining knowledge well. From these and ongoing assessment in lessons, teachers are able to make a judgement on which pupils are working at age related expectations, those who are working towards age related expectations as well as identifying any pupils who are exceeding.

EXCEEDING EXPECTATIONS: Pupils who are exceeding the expectations will typically be providing evidence of achievements which consistently extends their learning beyond the confines of the task. They show a deeper understanding and mastery than their peer group.

MEETING EXPECTATIONS: Pupils who are meeting expectations in full will typically show consistent evidence of achievement which shows understanding and confidently approaches tasks and topics. They are working at an appropriate level for their peer group.

NOT YET MEETING EXPECTATIONS: Pupils who are not meeting expectations may be showing weakness, gaps in knowledge or less confidence in some areas and may have needed adaptive teaching to achieve the intended outcomes.

The subject coordinator monitors the teaching and evidence of geography through the Bishop Chadwick CET 5 strand approach which focuses on: teaching and learning in lessons, books, planning, pupil voice and data.