

Geography Curriculum

Geography vision statement

Geography provokes and answers questions about the natural and human world and it teaches an understanding of places and environments. Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. Ultimately, it helps them to view people, places and environments from different perspectives. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem solving. Through their growing knowledge and understanding of human and physical geography, children gain an understanding of what it is like to live in a place and how places change and evolve.

We are always trying to encourage our children to be active learners and experience the outside environment and what their local area has to offer. We believe Geography offers the perfect opportunity to encourage children to be active learners, taking them outside and experiencing their natural environment and their locality while learning important social, team building and communication skills. It is important to us that our Geography curriculum is inclusive and inspiring for our children and not just based on classroom learning, especially for those children who have specific difficulties. By embedding elements of outdoor learning in our Geography curriculum it allows us to make important cross curricular links to both Maths and Art as well as giving children the opportunity to be as physically active as possible throughout the school day.

At Sunnybrow Primary School we believe Geography should develop children's locational knowledge around their local area and, most importantly the wider world. Many of our families do not move out of the local area and have limited experiences of what the wider world has to offer. Geography can provide a vital role in educating children in the physical and human features of cities, counties and countries, exposing them to different cultures and ways of life. This exposure can teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.

Intent

By the end of their time in each class, the key information and skills that we want children to have and apply is as follows:

Class 1:

Children should leave Reception class being able to comment and ask questions about aspects of their familiar world, such as the place they live or the natural world, this could include things they have observed such as plants, animals, natural and found objects. They should be able to talk about why things happen and how things work while understanding growth, decay and changes over time and showing care and concern for living things and the environment.

Children will be able to talk about past and present events in their own lives and in the lives of family members while understanding similarities and differences between themselves, others, among families, communities and traditions.

Children should be able to talk about the features of their own immediate environment and how environments might vary from one another.

Class 2:

Children should be secure in their knowledge of the geographical features of Sunnybrow and begin to gain a basic understanding of the UK and some of the world's main physical features including confidently being able to name and locate the world's seven continents and five main oceans. Children will also be able to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas. Children should understand the terms 'human' and 'physical' geography, the key terms associated with each, including weather and hot and cold areas, and be able to understand geographical similarities and differences of a small area of the UK and a non-European country using the correct terminology.

Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the continents and oceans covered.

Use simple compass directions (4 point) and use language such as 'near', 'far', 'to the left', 'to the right'.

Use aerial photos and plan perspectives to landmarks and basic human and physical features while using and constructing basic map symbols.

Use simple fieldwork to and observational skills to study the geography of our school, its grounds and the key features of the surrounding environment.

Class 3:

Building on knowledge about the UK from Class 2, children should now be able to name and locate counties and cities of the UK, geographical regions and their physical and human characteristics as well as key topographical features (hills, mountains, coasts and rivers). The location of important and prominent European countries (including Russia) should also be taught.

Children should be able to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region of a European country.

Children should describe and understand key features of rivers, volcanoes and earthquakes, the water cycle and types of settlement and land use.

Children should be able to use maps, atlases, globes and digital mapping to locate countries and describe features while also using the eight points of a compass, four figure grid references, symbols and keys.

Use fieldwork to observe, measure, record and present human and physical features using a range of methods (sketching, maps, plans and graphs).

Class 4:

Children should leave Class 4 with a secure understanding of everything that has been taught in past years while building on this to include knowledge of the wider world and features of the globe. Specifically, children should be able to locate the world's countries, using maps to consolidate their understanding of European countries (including Russia) and

building on this to explore countries of North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Looking at the globe, children should be able to identify the position and significance of latitude, longitude, Equator, Northern/Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Be able to understand geographical similarities and differences through 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.

Children should be able to use maps, atlases, globes and digital mapping to locate countries and describe features while also using the eight points of a compass, four and six-figure grid references, symbols and keys.

Use fieldwork to observe, measure, record and present human and physical features using a range of methods (sketching, maps, plans and graphs).

Implementation

Our Geography curriculum is designed to show a gradual build-up of skills year on year beginning with identifying basic features of a surrounding area in EYFS through to making comparisons in the human and physical features of a range of countries around the world in Year 6. It is vitally important children become familiar with the key terms associated with each topic, and that all teacher's understanding of each topic they are teaching is secure in order to embed the correct vocabulary in children's understanding.

Our lessons will be interactive, inclusive and where possible, physical to ensure children are provided with a love of the subject and engage the more reluctant learners. Our Geography curriculum provides a variety of opportunities for outdoor learning, whether that is area studies, applying mapping skills or exploring features of our local area.

Through Geography we can give our children vital experiences through fieldwork while also developing important fieldwork skills, such as using a range of maps, plans and atlases at a range of different scales, using compass points, grid references, co-ordinates, symbols and keys to build up their knowledge of the UK and the wider world, present the physical and human features of place using sketch maps, plans and link it to our computing curriculum by using digital technologies.

From as early as Year 1 any location or map-based lessons will be supported with the use of age appropriate resources, such as atlases, and all our classrooms will have a geography themed classroom display and relevant map on display. It is important that our children are given the opportunity to become both collaborative and independent learners, in Geography we provide plenty of opportunity for research where children can work in pairs or part of a group.

In EYFS topics include 'Our Town' and 'Our County', looking predominantly at the local area surrounding us and providing children with the opportunity to take their learning outside

the classroom and ask questions about what they see and why they see it in the places they do.

Class 2 moves onto providing children with a knowledge of the UK, specifically the four main countries and their location in relation to each other. There is a greater emphasis on language and the key terms 'human' and 'physical' geography and what they mean.

In Key Stage 2 you will see recapping and revision of what has been taught in EYFS and Key Stage 1, specifically the countries of the UK, Oceans and Continents to ensure the children are secure with this knowledge before moving onto counties of the UK, Europe and then the wider world. Blocks of work will include studies of countries from Eastern Europe and The Americas, exploring physical and human features and making comparisons between the UK and countries from around the world. This structure gives the children natural progression as they get older, they move further away from the UK and expand their knowledge of the world. There are also frequent opportunities to build on their prior learning as well as learning where countries are in relation to each other and themselves and revise and recap important mapping skills.

Geography is taught in blocks rather than on a weekly basis. We do this as a whole school approach because we believe it is the most effective way to teach our children to ensure that the knowledge is consolidated and recapped regularly, maximising the opportunity to progress and build on prior knowledge.

Impact

Our Geography curriculum is monitored through learning walks, lesson observations, book scrutinies and termly teacher assessments. A variety of monitoring approaches allows us to evaluate the effectiveness of our curriculum and receive continuous feedback from teachers and children. By doing this we can develop a clear picture of what the children enjoy, and which topics are the most effective.

In our books you will see a balance of classroom-based tasks and photos of outdoor learning opportunities. There will be an important focus on mapping skills and locational knowledge running throughout all of our Geography topics and evidence of map-based work at the beginning of every topic which is linked to a country. It is important for our children that mapping skills and locational knowledge is taught discretely as well as having yearly blocks of work on every cycle dedicated to it. You will see children have a good understanding of human and physical geography and the differences between the two, are able to use key vocabulary accurately, and can apply all of the knowledge they have acquired to make comparisons between different countries from around the world.

Teacher assessment is recorded using a working document against a mixture of assessment and progression statements. Children are marked as either, 'working towards', 'achieved' or 'mastery' with those children who achieve mastery added to the gifted and talented register, providing a pathway for those more able children.

Through differentiation, scaffolding, use of physical equipment and frequent recapping and revision all children of all ability levels will have the opportunity to make progress in Geography. They will be able to learn about our country and the wider world around them

without gaps in their knowledge. You will see their understanding of how every village, town, city, county, country and continent is different, while being able to explore and explain the reasons why.

You will see children taking pride in the Geography work and enjoying their lessons as they are encouraged to explore new countries and their cultures by using their research skills and presenting their findings in different ways.