

# St Vincent De Paul R.C. Primary School, Knutsford

**Mission Statement:**

*Believe, Trust and Be Ready*

*“That they may have life, and to the full” John 10:10*



## Geography Curriculum



## **Rationale**

Geography teaches an understanding of places and environments. Through their work in Geography, children learn about their local area, and they compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. 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 geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world, and enables them to recognise the importance of sustainable development for the future of mankind.

## **Intent**

At St Vincent's Catholic Primary, we aim to 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.

## **Implementation**

Geography has been planned to ensure full coverage of 'The National Curriculum programmes of study for Geography 2014', and 'Understanding of the World' in the Early Years Foundation Stage. Children are taught a range of knowledge and skills in both Key stage 1 and Key stage 2. Both key stages focus on Locational knowledge, Place knowledge, Human and Physical geography and Geographical skills and fieldwork.

In Geography we have established an outcomes driven curriculum which recognises the importance of identifying not just what we want our children to know and do in Geography but also the intellectual outcomes we intend them to achieve by and through their learning. As children progress as geographers we recognise that whatever the content of their learning and the subject skills they are using our expectations of them must be focused on the progression in subject outcomes. These outcomes are reflected in the end of Key Stage 1 and 2 performance descriptors.

We are developing a key question led enquiry approach, which encourages our children to take increasing responsibility for their learning, think independently and achieve challenging subject outcomes.

## EYFS

Pupils explore Geography through their understanding of the environment, other people and features of the natural and manmade world. The children are encouraged to ask questions about the world in which they live and their place within it. Geography is taught through the strand of 'Understanding of the World' and is also linked to other strands of the EYFS framework for learning, 2014.

Teachers and Teaching Assistants support pupils to develop an understanding of the world around them through a mix of adult –led and child initiated activities linked to a topic.

## Key Stage One

At Key Stage 1 there is a focus on ensuring children can recognise, identify, describe, observe, reason and begin to offer explanations in their geography work whilst using basic and increasingly appropriate subject vocabulary.

## Key Stage Two

At Key Stage 2 we challenge our children not only to know more but also reach explanations through the synthesis of evidence and using a range of resources. At the same time, we expect the use of more specialised subject vocabulary. At Upper Key Stage 2 children reach conclusions and make judgements about geographical issues. They evaluate and critique evidence and generate questions of their own.

## Impact

As a result of our Geography teaching at St. Vincent's you will see:

- Happy, confident and engaged children who are challenged appropriately.
- Children who can talk about their learning and knowledge in this subject.
- Children will have 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.
- Children will have a greater knowledge of the world, physical and human processes, and of the formation and use of landscapes and environments.
- Lessons that use a variety of resources to support learning.
- Learning that is tracked and monitored to ensure all children make good progress.

## Progression

See *Geography assessment document 2020-21*

## Geography – Long term plan 2020-2021

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Sum 1	Sum 2
<b>Reception</b>	Through ELG - Make sense of their physical world and their community by exploring, observing, and finding out about people, places, technology and the environment. Awareness of the classroom and the school building. Exploring seasons and the weather.					
<b>Y1</b>	What is the geography of where I live? (place knowledge) Naughty bus, geog of school and grounds Use simple fieldwork and observational skills to study the geography of their school and its grounds.			What's the weather like? Identify seasonal and daily weather patterns in the UK.	What is the geography of where I live? Geoq of Knutsford Look at the key human and physical features of the surrounding environment.	
<b>Y2</b>		The UK Name, locate and identify the four countries and capital cities of the UK and its surrounding seas.	Why does it matter where our food comes from? continents/oceans, routes of explorers, hot/cold places name and locate the world's seven continents and five oceans		How does NE Australia (rainforest) compare to my area? Understand geographical similarities and differences of a small area of the UK and a small area in a contrasting non-European country. Look at the location of hot and cold areas of the world in relation to the equator and the North and South Poles.	
<b>Y3</b>	UK Name and locate countries and capital cities in the UK, geographical regions and their identifying human and physical characteristics.	UK mountains & coasts Understand how some of these aspects have changed over time				
<b>Y4</b>	Europe Locate the worlds countries, using maps to focus on Europe			Describe and understand key aspects of physical geography: volcanoes & earthquakes(Pompeii)		Rivers-UK- Key features Fieldwork observing & measuring human and physical features in a river study Describe and understand the water cycle
<b>Y5</b>			North America and Canada Concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  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.			
<b>Y6</b>	Mapwork & atlas skills (OS maps/ ancient maps)				South America (Brazil/ rainforests) Concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	