

# 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.

The National Curriculum for geography aims to ensure that all pupils:

1. 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.
2. 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.
3. 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).
4. Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## 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.
- 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 separate document*

## Geography – Long term plan 2022-2023

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Sum 1	Sum 2
Reception	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.					
Y1	What is the geography of where I live? (classroom, school and grounds)		What's the weather like?		What is the geography of where I live? (Knutsford)	
Y2		What is it like to live in the UK?		Where are the hottest and coldest places in the world?		What would it be like to live in Australia?
Y3	What do we know about the UK?	Where could I climb a mountain?				
Y4	Why is Barcelona such a popular holiday destination?			What do Earthquakes and Volcanoes have in common?		
Y5	Can I improve my map skills?		What makes a place 'appealing' to a tourist?			
Y6	What part do rivers play in the water-cycle?				Why do we need to save the rainforest?	