

# Geography Curriculum Statement

## Vision

At St. Andrew's CE VC Primary, we want every child to be happy and enthusiastic learners of Geography, and to be eager to achieve their very best. 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. We aim to ensure that our unique rural, local environment and community is always at the heart of our learning. We want our children to question our cultural heritage, sustainability and our impact on the future.

## Aims

Geography at St. Andrew's CE VC Primary School aims to give all children a wide range of **happy** and **rich** memories in Geography formed through **interesting** and **exciting experiences**. Ensuring that children see learning in Geography as an ongoing process not a one-off event. Opportunities will exist for children of all ages to experience learning beyond the classroom. This will allow them to enrich their knowledge by, for example, visiting places they may not normally consider or places of geographical interest or conducting geographical surveys within the local area.

Our principal aim to ensure that all pupils have a strong sense of place and belonging. They will gain 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**. Crucially as pupils progress, their growing knowledge about the world should help them to **deepen their understanding of the interaction between physical and human processes**, including 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.

Children will meet the National Curriculum expectations in Geography, which will be taught by highly-qualified, enthusiastic staff who will support children to develop mastery of concepts and inspire enthusiasm and interest in the subject.

## Characteristics of a Geographer

Have a Knowledge of where places are and what they are like.

An understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.

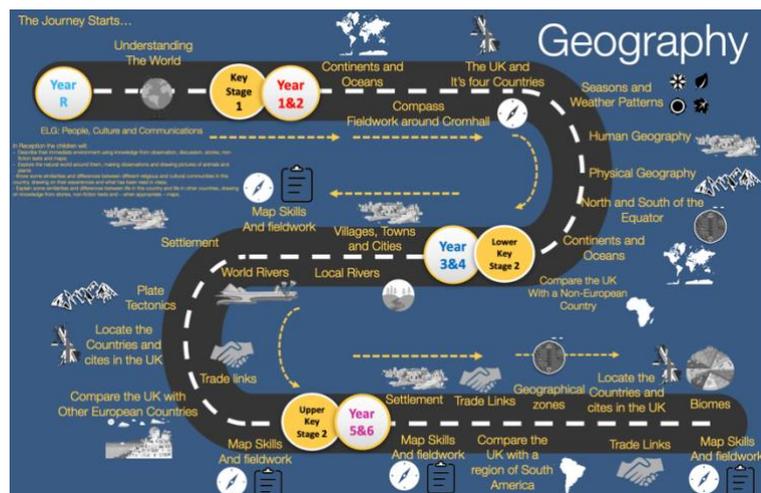
An extensive base of geographical knowledge and vocabulary.

Can utilise fieldwork and other geographical skills and techniques to

A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.

The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment

## Our Learning Journey



## A Knowledge rich curriculum

As children move through the school and revisit **themes**, they build upon prior learning and experiences. Our whole school approach allows for opportunities to revisit themes and make connections with new people, places and Geographical processes. **Each theme** lasts two terms to allow for depth of learning. Collaboration between classes provides opportunities for older children to become in-house experts and share their knowledge.

The Children will be taught:

### **In Key Stage 1:**

#### 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, 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.

## In Key Stage 2

### 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.

### 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.

Our curriculum provides children with opportunities to build upon their knowledge each year, whilst revisiting themes. The two-year cycle enables children to make links and compare Geographical processes to a variety of different places.

### **Whole school two-year cycle:**

	Term 1 & 2	Term 3 & 4	Term 5 & 6
Cycle A	Where we live	Inventions	Planet Earth
Cycle B	Invasion	Pioneers	Evolution

## Geography in Action

Geography is underpinned by the children putting their knowledge and understanding into action by understanding several key concepts:



Knowledge of  
Space and Place



Knowledge of  
People and Patterns



Human  
Geography



Physical  
Geography



Geographical Skills  
and Fieldwork

## Knowledge to be remembered not merely encountered

At St. Andrew's, Geography is carefully planned sequentially so that elements of it are regularly returned to, supporting children to accumulate knowledge over time. The knowledge will be carefully mapped and shared through a knowledge organiser in order to build a strong schema. This will then be assessed through regular practice and retrieval strategies.