

Our Approach to the Geography Curriculum

Discover Learn Develop



DISCOVER		LEARN		DEVELOP	
INTENT: Curriculum Design, Coverage and Appropriateness (Policy, Culture, Scope)		IMPLEMENTATION: Curriculum delivery, Teaching and Assessment (Pedagogy, Components, Sequencing)		IMPACT: Attainment and Progress (Memory, Assessment, Systems)	
<p>Our aim is to provide a high quality, engaging Geography curriculum, to inspire our children to develop a curiosity and fascination about their world and the people in it, which will remain with them long beyond their time at St Kew. We want to promote children’s interest and understanding of diverse places, people and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. Our broad and balanced curriculum is designed to build on previous learning and to ensure the progressive development of geographical concepts, knowledge and skills; enabling the children to develop a love for geography. We want our children to acquire this knowledge and skills, not just through experiences in the classroom, but alongside enriching fieldwork and educational visits. Through our teaching, we intend to provoke thought, challenge and opportunities to apply knowledge and skills to insightful questions which will enable them to gain a greater understanding and knowledge of their local environment, the world and their place in it.</p>		<p>In ensuring high standards of teaching and learning in Geography, we implement a curriculum that is progressive throughout the whole school with teachers planning engaging lessons for their class, mirroring our progression of knowledge and skills document covering: locational knowledge, place knowledge, human and physical geography, and geographical skills and fieldwork. Geography is taught as part of a termly topic, focusing on the knowledge and skills stated in the National Curriculum. Each topic starts with a topic overview, a launch quiz which is revisited at the end of the topic to demonstrate knowledge acquisition which has transferred into the long term memory. Our Geography teaching focuses on enabling children to think as geographers. At the heart of our Geography curriculum is the use of deep thinking questions as topic and lesson drivers, which underpin each area of learning. These deep thinking questions allow children to reflect critically on the knowledge and skills they have acquired and make deeper connections, identify patterns, summarise information, and identify influences and impact on the world. Children are further engaged and enhance their opportunities through fieldwork and educational visits. Children explore the local area investigating the physical and human features of our environment as well as developing skills, including map skills around our school grounds and the local area.</p>		<p>By the end of their primary education at St Kew, our children are able to articulate and demonstrate in their books, that they have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it. Children’s knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to build on a deeper understanding to prepare them to become competent geographers in secondary education and to deal with, and understand, the rapidly changing world in which they will be living.</p>	
LEARNING TO LEARN SKILLS					
<p>At St Kew, we are passionate about active learning and believe that children learn and develop best by ‘doing’. Learning is a life-long experience and our ‘learning to learn skills’ help pupils to investigate and experience things, ‘have a go’, concentrate and keep on trying if they encounter difficulties, enjoy achievements, have and develop their own ideas, make links between these ideas, and develop strategies for doing things. This builds a foundation for igniting their curiosity and enthusiasm for learning. In Geography, all Learning to Learn skills are used but the following skills are utilised in particular.</p>					
READINESS	RESPONSIBILITY	RELATIONSHIPS	RESILIENCE	RESOURCEFULNESS	REFLECTIVENESS
I am curious about the world and its people.	I can ask my own questions.	I can appreciate diverse places, people, resources, natural and human environments.	I can keep going.	I can select resources.	I can deepen my understanding of the interaction between physical and human processes.

Rolling Programme						
Newton (Year 1)	Armstrong (Year 2, 3 & 4)			Einstein (Year 4, 5 & 6)		
	Cycle A	Cycle B	Cycle C	Cycle A	Cycle B	Cycle C

Map skills Where in the world do we live?	Town & Country Counties and Cities of the UK	Disaster zones 1 Living with earthquakes and tsunamis (Japan)	Precious water Life without taps (Water Aid / Africa)	Disaster zones 2 Living with flooding (UK and Bangladesh)	Rivers 3 Down on the Delta (Nile)	Rainforests Amazing Amazonia
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UK 1 England and Wales	Lapland & Uganda Hot and cold places	Rivers 1 Source to sea	Embracing Diversity India vs UK	Rivers 2 The mighty Grand Canyon	Sustainable Living Ecological and environmental stress	Disaster Zones 3 Living with tornadoes and hurricanes (USA)
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UK 2 Scotland and Northern Ireland	Our capital London and the South East of England	Mighty Mounds Mountains / Volcanoes	Food miles Where does our food come from?	Our rural region The South West of England	China Greatest Economy?	Mexico City Living in the world's largest settlement
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Geography Skills Progression						
EYFS Understanding the World – The Natural World						
3 and 4 year olds: Use all their senses in hands on exploration of natural materials. Talk about what they see, using a wide vocabulary. Show interest in different occupations. Begin to understand the need to respect and care for the natural environment and living things. Know that there are different countries in the world and talk about the differences they have experiences or seen in photos.						
Reception: Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.						
ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.						
Skills progression: Pupils comment on what they have seen/discovered in the world; they identify basic locations of places they have been which are related to a map of the United Kingdom or the wider world. Geographically we discuss what is around these places – land, sea, rivers. Through teaching of our topic <i>Let's Celebrate</i> , we look at the wider world on a globe/world map and discuss different countries and their cultures. We focus on India when we learn about the celebration Diwali. We have supporting materials in Child Initiated such as world map puzzles and children's atlas'. We discuss modes of transport and how we could get to certain places. Through our topics <i>If you go down to the woods and Storyland</i> , we look at our local environment and contrast it with other environments. We do basic fieldwork and data gathering when exploring our topic Mini-beasts. We use basic bar graphs and tally charts in mathematics to display our findings. We also draw basic maps of our outdoor area identifying mini-beast hot spot areas.						
National Curriculum Aim	Y1	Y2	Y3	Y4	Y5	Y6

Locational Knowledge	Develop contextual knowledge of the location of globally significant places – both terrestrial and marine...	I can name and locate the four countries of the UK and their capital cities.	I can name and locate the world's seven continents and five oceans.	I can name and locate counties and cities of the UK. I can name and locate countries in Europe concentrating on their key physical and human features.	I can use maps to name and locate countries in North America concentrating on their key physical and human characteristics.	I can name and locate counties of the UK concentrating on their key physical and human characteristics. I can raise questions about the different hemispheres and make predictions about how life might be different I can identify the position and significance of latitude, longitude, Tropics of Cancer and Capricorn, Arctic and Antarctic circle. I can identify the position and significance of the Greenwich Meridian and accurately use world time zones	I can use a range of geographical sources to give detailed descriptions of the local area. I can name and locate countries of the world and their identifying human and physical characteristics. I understand how some of these features have changed over time.	
	Human and Physical Geography	Defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes 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	I can identify seasonal and daily weather patterns in the UK. Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> Key physical features: beach, cliff, coast, sea, ocean, season and weather. Human features: city, town port, harbour 	I can locate hot and cold areas of the world in relation to the equator and the North/South poles. I can describe geographical similarities and differences between the UK and another non-European country.	I can compare geographical similarities and differences of two European places through the study of human and physical geography. I can describe climate zones. I can describe and show an understanding of volcanoes and earthquakes I can answer questions about types of settlement, land use and distribution of natural resources for the areas studied.	I can compare geographical similarities and differences through the study of human and physical geography of a region in the UK and a region in North America. I understand how these features have changed over time. I understand and can discuss the effect water has on landscapes, people and the environment.	I can compare and contrast different regions based on their human and physical features. I recognise how people can improve or damage the environment.	I can compare land uses, economic activity and distribution of natural resources in South America and our local area. I understand how decisions about places and environments affect the quality, and future quality, of people's lives.
Geographical Skills	Fieldwork	Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes	I can answer basic geographical questions. I can ask a familiar person prepared questions. I can use everyday language to describe features (i.e. bigger, smaller).	I can ask and answer basic geographical questions. I can take photographs to help with recording features of the local area.	I can ask geographical questions and use fieldwork to find the answer.	I can collect data and present my findings mathematically. I can annotate a sketch with descriptive and explanatory labels.	I can suggest questions for investigating. I can make a judgement about the best viewpoint when taking photographs.	I can plan, prepare and carry out my own investigation. I can choose resources and ways to present findings. I can collect and present data using a range of measuring instruments.
	Map Work	Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)	I can use a simple map to move around the school On a map of the UK, I can name and locate major features. I can use directional language (i.e. near, far, up, down, left, right) to describe features on a map. I can draw basic maps, including appropriate symbols and pictures to represent places or features.	I can locate the seven continents and five oceans on a world map and globe. I can use an Infant Atlas to locate places. I can use four points of the compass.	I can use a Junior Atlas to locate places. I can understand and locate boundaries of counties and countries. I can make a map of a short route.	I can use the 8 points of a compass I can use letter and number coordinates. I can use satellite images and a variety of maps.	I can compare satellite images, aerial photographs and maps I can select a map appropriate for a purpose I can use an OS map to plan a short route. I can measure distances using maps. I can use 4 figure grid references.	I can use an OS map to plan contrasting routes. I can draw a variety of thematic maps based on my own data. I can compare satellite images, aerial photographs and maps covering a period of time. I can confidently identify significant places and environments I can use 6 figure grid references. I can select a map appropriate for a purpose
	Communication	Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.	I can add labels to a photograph of features.	I can add labels onto a map or photograph of features.	I can present information using a range of writing genres.	I can present information using different English techniques and data using ICT. I can express my own view about topic covered.	I can present information using a range of methods. I can identify and explain different views of people including myself.	I can communicate a route to school. I can choose ways to communicate data. I understand different peoples' views on geographical issues including the reasons influencing their views.