

# Geography Overview



**At Our Lady of the Rosary Catholic Primary School we want every child to be informed and excited learners of Geography. We follow the national curriculum programmes of study for each year group.**

## Intent

- We aim to create the very best geographers, well equipped to continue their study of geography as they move throughout their education. We challenge pupils to ask and find answers to questions about the natural and human aspects of the world.
- Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. We seek to inspire in children a curiosity and fascination about the world and its people.
- The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable. Links and connections are paramount to ensure curriculum coherence is not compromised.
- By knowledge we mean the locations, place similarities and differences, and the human and physical features, patterns and processes that children will learn about. The word skills is used as a term to cover all the various processes that children need to develop if they are to get better at a subject. Skills can both refer to a process of doing something (collecting data, interpreting maps) but also a thought process in order to understand key concepts including sustainability; diversity of people, place and resources; the interaction between human and physical processes and of the formation and use of landscapes and environments.
- We are committed to following the subject content of the National Curriculum which defines all these different aspects of geography as it sets out how pupils' learning should develop over each of the key stages.
- High quality geography teaching in primary school is our ultimate goal. This forms part of a larger progressive curriculum into KS3 and KS4. We are driven by the following key principles.
- Getting better at geography requires both knowledge and skills to be carefully blended together in all planning and teaching. Neither can be taught without the other.
- It is essential to take note of the preambles at the start of each key stage and not to simply focus on the 'Pupils should be taught to' section. This further highlights the need to keep close eye on longer term planning and the part knowledge building plays in this, as well as linking learning within and across key stages
- It is fundamental that children develop locational knowledge, both in terms of locating place but also in recognising where places are in the world in relation to their own locality and context.
- Core concepts (those we intend to be stored as longer term knowledge) are rooted in the study of actual natural and human environments, people and resources. This allows for the flow of the immediate narrative of learning and brings it to life. Whilst some of the detail of the specifics may slip away, it serves to build up an unseen and almost instinctive layer that forms our longer term knowledge. It is this that underpins all future learning, giving our pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The effect is cumulative and requires all teachers to plan to a shared vision in order to achieve this.

## Implementation

- The curriculum hours in Geography are non-negotiable and will be followed by all staff in the school. Fixed timetables will be set before the academic year and monitored by subject leads and Senior Leadership.
- Collaborative planning lies at the heart of our curriculum implementation. We are committed to improving dialogue between and across phases and settings; with primary and secondary colleagues working closely together to develop high quality units of work, rooted in geographical content. These are focused on embedding challenge, metacognition, retrieval and practice. They also provide pupils with further opportunities to develop their literacy skills within a geographical context.
- Planning of each unit is rooted in four key concepts including: Location and place knowledge, Geographical techniques, Physical features and processes, and Human interaction with the environment

## Curriculum progression is clear:

### EYFS

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for geography.

The most relevant statements for geography are taken from the following areas of learning:

- Mathematics
- Understanding the World

Geography		
Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> <li>• Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</li> </ul>
	Understanding the World	<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
Reception	Understanding the World	<ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Recognise some environments that are different to the one in which they live.</li> </ul>
ELG	Understanding the World	People, Culture and Communities <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul>
		The Natural World <ul style="list-style-type: none"> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>

Geography Curriculum Design Y1-6		Core Units	
		Autumn Curriculum theme 1	Spring Curriculum theme 2
Upper KS2	Y6	Biomes	North America
	Y5	Settlements and land use	Natural Resources
Lower KS2	Y4	Journey of a river	Coasts
	Y3	My Place in the World: UK	Volcanoes and Earthquakes
KS1	Y2	Planet Earth	Handa's African Adventure
	Y1	Peterlee the Place to be!	Paddington visits London Ice Explorers

Progression through each unit is tracked with the children, to provide purpose for learning:

<b>Sequential components of learning</b>	Climate and the Equator (locational knowledge)	Tropical Rainforests: <i>South America</i>	Temperate Deciduous Forests: <i>UK</i>	Human use of the rainforest: <i>Goods and services (deforestation)</i>	Human use of the rainforest: <i>Who killed Chico Mendes?</i>	Taking action: <i>Sustainable management</i>	End of topic task: <i>News report</i>
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- High quality teaching responds to the needs of children. Feedback is effective.
- High quality input from experts and educational resources complement the delivery of specialist learning admirably.

### **Impact**

Pupil dialogue and work in books shows a high standard of geography being taught. Pupils are able to talk with geographical language and vocabulary. They can make links and connections to what they have been taught previously. Geographical learning and enjoyment is visible.