

Geography Curriculum

Geography enables all learners to experience the beauty, awe and wonder of God's world and to develop an awareness of their place in it.

Geography gives us a spatial awareness of the globe and serves to form respectful attitudes that serve to remind students that we are stewards and not masters of creation.



Curriculum Intent

Our Geography curriculum is designed to develop children's curiosity and fascination about the World and its people that will remain with them for the rest of their lives. We want our children to explore, learn and remember facts, so new knowledge is built through enquiry, debate and creativity to create citizens who will question the World in which we live and hopefully make changes in the future to make our World a better place.

Children investigate a range of places, both in Britain and across the Globe, to cultivate their knowledge and understanding of the Earth's physical and human processes. We are committed to providing children with opportunities to investigate and make enquiries about their local area of New Mills and the surrounding areas so that they can develop a sense of who they are, their heritage and what makes our local area unique and special. We also develop the children's ability to apply geographical skills to enable them to confidently communicate their findings and geographical understanding to a range of audiences. As a Catholic School we are also committed to helping others outside our school which includes assisting charities such as local homeless shelters, CAFOD links with Bushwanga school and the Live Simply award. This, subsequently, has also given the children a hands-on insight into the national housing shortages, the impact the weather can have on people and a deeper understanding in how to use our plants resources efficiently to assist all. Through high quality teaching, we develop the following essential characteristics of geographers:

- An excellent knowledge of where places are and what they are like, both in Britain and the wider world;
- A comprehensive understanding of the ways in which places are interdependent and interconnected;

- An extensive base of geographical knowledge and vocabulary;
- Fluency in complex, geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques;
- The ability to reach clear conclusions and explain their findings;
- Excellent fieldwork skills as well as other geographical aptitudes and techniques;
- The ability to express well -balanced opinions, rooted in deep knowledge and understanding about current issues in society and the environment;
- A genuine interest in the subject and a real sense of curiosity about the world and the people who live here.



Curriculum Implementation

Our creative curriculum has been overhauled across the whole school and within each year group to ensure that children are taught to greater depth in each of our core subjects. Knowledge mats are provided to parents and are available on the school website they include key vocabulary, sticky information, books which supplement learning as well as possible discussion topics which can be used at home.

Progressions of skills/knowledge grids are available to all teachers and previous knowledge through rocket recaps are planned for within a new topic. Children will also be challenged to apply their learning in a philosophical/open matter using collapsed curriculum days and trips/visits from experts will enhance the whole learning experience. We have also overhauled the assessment within geography using a four-tier numbered system. Using the National curriculum objectives as our base and then personalising other objectives within our assessment grids has enabled us to ensure all children can demonstrate their learning, whether this is orally or in a written format.



Curriculum Impact

At St Mary's we ensure that all students are exposed to rich learning experiences both in and out of the classroom that aim to;

• Overcome the vocabulary deficit by exposing students to consistent progressive vocabulary and ensuring the understanding of words in context

• Develop the use of geographical language and vocabulary through

• Promote collaboration and developing a general sense of enquiry, which encourages children to question and make suggestions • Build on our students' natural curiosity and develop a geographical awareness of their surroundings but also what is in their wider world

• To take pride in their natural surroundings and ensure that they do their best to keep it clean and ecofriendly wherever possible (i.e. litter picking or walk to school)

• Make links between geography and other subjects

• Create a culture of high aspirations which will allow our students a platform to learn about careers related to geography and the wider community with specialist skills and knowledge, ensuring that they are well prepared for the next steps in their education

• Instil and understand the values of our society and how we can protect our environment and world for years to come.

• Understand the impact we can have internationally through global learning and CAFOD – live simply award Our geography curriculum is high quality, well thought out, planned to demonstrate progression, engaging, promotes metacognition and is creative. Children will use these skills and knowledge to embed their understanding of geography.



Long Term Plan

Cycle A

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Class One (EYFS & Yr 1)		Maps		UK		Africa
Class Two (Yr 1 & Yr 2)		Maps		UK		Africa
Class Three (Yr 3 & Yr 4)		Rivers				Rainforest
Class Four (Yr 5 & Yr 6)		Biomes			My Region in Contrast to Brazil	

Cycle B

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Class One (EYFS & Yr 1)		Antarctica	Weather			Africa
Class Two (Yr 1 & Yr 2)		Antarctica	Weather			Africa
Class Three (Yr 3 & Yr 4)		Italy		Mountains and Volcanoes	Extreme Earth	
Class Four (Yr 5 & Yr 6)		Local Area Study – The Economy of the UK			My region in contrast to Western America	



Skills Progression

	LOCATIONAL KNOWLEDGE	PLACE KNOWLEDGE	HUMAN & PHYSICAL GEOGRAPHY	SKILLS & FIELDWORK
EYFS	The UK To know that New Mills is in the county of Derbyshire in England. To know the four countries of the UK. To name the capital city of each country of the UK Antarctica To know Antarctica is at the south pole and is the coldest place on earth. Africa To locate the continent of Africa on a world map.	Antarctica To know Antarctica is the coldest place on earth. Africa To name some physical, human and climate features of Africa.	Maps To observe and name some physical and human features of St. Mary's & New Mills. To know some basic vocabulary for human and physical features and use them to label a simple map. Weather Recognise some simple weather symbols. Identify daily weather patterns in the UK. Antarctica To know some physical features of Antarctica. Africa To name some physical, human and climate features of Africa.	Maps To know the four compass points. To know some basic vocabulary for human and physical features and use them to label a simple map.
Key Stage One	Maps To know the four countries of the UK and their Capital Cities.	UK To name some famous physical and/or human features of each of the four countries of the UK.	UK To observe and name physical and human features of St. Mary's and the surrounding area in New Mills.	Maps Know and use the four compass points and positional vocabulary.

	Africa To locate and label Africa and its oceans on a world map. Antarctica To know Antarctica is at the south pole and is surrounded by the Southern Ocean.	Africa To compare physical, human and climate features of Africa with New Mills.	Maps To devise a simple map of St. Mary's and surrounding areas, inc basic symbols in a key. Identify daily weather patterns in the UK, inc their weather symbols. Weather Recognise weather associated with the four seasons. Recognise weather associated with the four seasons. Map To know how to recognise and use key symbols on a map, including some physical and human	
Lower KS2	Rivers – Know, name and locate the main rivers in the UK. – Know what my local river is called Rainforests – Know where many of the world's rainforest are situated – Know about time zones and work out differences – Know what is meant by the term 'tropics' Italy - Know some key settlements of my region, rivers and	Know five key geographical similarities and differences between living in a region of the UK and a European country	<u>Rivers</u> – Know and label the main features of a river – Know the name of and locate five of the world's longest rivers. – Know why most cities are located by a river. – Explain the features of a water cycle. – Know the terms condensation and evaporation and know what they mean. Rainforests - Know about the main features of a rainforest including the animals and climate. - Know the layers of the rainforest: emergent layer, canopy, understory and forest floor.	Use atlases, globes and digital/computer mapping to locate countries and describe features studied. Use maps to locate European countries and capitals Know and name the eight points of a compass. Use Google Earth to locate a country / place of interest and to follow the journey of rivers, etc Use four-figure grid references

	landforms found in my region - Locate some of the countries and capital cities of Europe. - Locate some geographical features of Italy. - Locate and identify key physical features of Campania. Mountains and Volcanoes - Locate the five highest mountains		- Know about the current threats to the rainforest Italy - Know the human and physical geographical features of UK. - Know the importance of the geographical features of Italy. - Name and categorise the main land use types in Campania, Italy and their region in England. Mountains and Volcanoes - Know how a mountain was formed. - Know the names of five of the world's highest mountains. - Know how a volcano becomes active. - Know the structure of a volcano - Know the features of a volcanic eruption. Extreme Earth - Know what a tectonic plate is. - Know what causes an earthquake.	
Upper KS2	Know where the Equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map Know the names of, and locate, 8 South American countries	Know five key geographical similarities and differences between living in a region in the UK and a region of a country within either North or South America Know where Brazil is in relation to the world and South America	Know what a biome is. Know what biomes can be found in the UK Know what an ecosystem is Know the difference between human and physical geography	Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian To use map symbols and grid references To know what data can be collected from ecosystems. Familiar with topographical maps and know about contours

	Know the names of four countries from the southern hemisphere and four from the northern hemisphere Know about the key features of the Uk and my region To know the key geographical features of the UK Know about the geography of North America and the USA Identify the position and significance of latitude, longitude, Equator, Arctic and Antarctic Circle (MAPS)		Know the different sectors of the UK economy Know about the sustainability of the UK economy Know about the differences between physical geography of the UK and Western America Know about the differences of human geography between the UK and Western America Know main human and physical differences between developed and third world countries. Know why industrial areas and ports are important. Know about the distribution of natural resources including energy, food, minerals and water.	

Vocabulary & Oracy Progression

Geography – "A Geographer Would Say..."

EYFS: "This place is..."
Y1: "I can see..."
Y2: "This place is different because..."
Y3: "This happens when..."
Y4: "The climate is..."
Y5: "The impact might be..."
Y6: "A sustainable solution would be..."

	LOCATIONAL KNOWLEDGE	PLACE KNOWLEDGE	HUMAN & PHYSICAL GEOGRAPHY	SKILLS & FIELDWORK
EYFS	United Kingdom England town		rain snow cloud sun wind Autumn Spring Summer Winter	
KS1	Northern Ireland Scotland Wales Irish Sea North Sea English Channel Atlantic Ocean continent Asia Africa	Europe Africa Kenya location wildlife climate drought	Equator globe North Pole South Pole season weather temperature rainfall rain gauge	North South East West compass map map symbol map key below

	North America South America Antarctica Europe Australia Atlantic Ocean Pacific Ocean Indian Ocean Arctic Ocean Southern Ocean London Edinburgh Cardiff Belfast		Centigrade Fahrenheit city town village factory farm house office port harbour Shop sea ocean beach cliff coast forest hill mountain river soil valley	next to near Far atlas left right aerial photograph
Lower KS2	Equator Tropic of Capricorn Tropic of Cancer Europe Arctic Circle Continent Country	Campania Italy United Kingdom New Mills Goyt Valley The Nile Amazon River Yangtze River Amazon Rainforest Congo River Basin Rainforest Madagascar Rainforest South-east Asian Rainforest Daintree Rainforest Everest Alps Matterhorn Table Mountain Kilimanjaro Fuji	<u>Rivers</u> estuary mouth source meander waterfall erosion deposition tributary ox bow lake delta stream water vapour evaporation condensation Precipitation <u>Rainforest</u> Canopy	**Recap** all of the above North East South East South West North West

			emergent layer forest floor understory deforestation endangered indigenous biome temperate extinction destruction biodiversity <u>Italy</u> Aerial photograph Agriculture Atlas Capital Characteristics City Climate Coast Factory Farm Landmark land use	

			Peninsula region <u>Mountains and Volcanoes</u> peak valley cliff ridge plateau summit hill terrain range fold mountains Saturated Inner core Outer core Mantle Crust eruption eruption cloud main vent magma lava dormant magnitude landslide crater ash clouds <u>Extreme Earth</u> tectonic plates aftershock tsunami Richter seismometer tremor fault line magnitude landslide Compression Ring of fire	

			Liquefaction Epicentre	
Upper KS2	Argentina Bolivia Brazil Chile Colombia Ecuador Guyana Paraguay Peru Suriname Uruguay Venezuela Amazon Rainforest Congo Rainforest Australiasia Rainforest Sundaland Rainforest Indo-Burma Rainforest tropics Northern hemisphere Southern hemisphere time zone latitude longitude Arctic Circle Antarctic Circle	natural resources favela street children	sustainable unsustainable reusable conservation solar turbine global warming greenhouse gases deforestation	grid reference Digi-map topographical maps contours ordnance survey symbol



Inclusion

Teachers use a range of strategies, including personalised or adapted activities, visual supports, pre-teaching and overlearning of key concepts, adapted resources, additional adult support where appropriate, and opportunities for discussion in smaller groups. Content is delivered in a sensitive and accessible way, taking account of pupils' developmental stages, communication needs and individual learning profiles, ensuring that all children can develop the knowledge, understanding and skills needed to keep themselves safe, build positive relationships and flourish as unique individuals. Please refer to our whole school provision map to see our adaptive teaching strategies used across the curriculum.

Geography Subject specific adaptations:

- Use of songs to help memorise key vocabulary.
- Widgit images to support vocabulary.
- Teacher modelling and choral responses.
- SALT for pupils with Communication and Interaction needs e.g. repeatedly modelling of vocabulary, my turn then your turn approach, time out cards for oral practice.
- Vocabulary mats.