

# Curriculum Growth Journey

## Geography



### Curriculum Intent:

What do we want to achieve in our Geography curriculum?

Why do we teach this? Geography is essentially about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world. At Trinity All Saints children are encouraged to develop a greater understanding

and knowledge of the world, as well as their place in it. The geography curriculum enables children to develop knowledge and skills that are transferrable to other curriculum areas. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. At Trinity All Saints our intent, when teaching geography, is to inspire in children a curiosity and fascination about the world and people within it; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

At Trinity All Saints Primary School we believe that each individual child is very important. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities, so that they can reach their full potential and grow into the very best versions of themselves. We feel that their contribution to school life should be valued and we seek to build their self-esteem. Spiritual development in our school seeks to support every individual on their spiritual quest.

### Implementation:

#### How will this be achieved?

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, or additional needs, to flourish to become the very best version of themselves. We teach the National Curriculum, supported by a clear skills progression throughout the school. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that children develop the skills of a geographer by fully immersing them in all areas of the subject. The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom embedded in practise. School trips and fieldwork are provided to give first hand experiences, which enhance children's understanding of the world beyond their locality. We incorporate our Power of Three curriculum drivers (ACT) within our planning, ensuring children are Active in their learning, Contented in themselves and Thoughtful as a citizen.

#### Opportunities for Spiritual development:

We aim to:

Develop a spirit of enquiry and open-mindedness enhanced by the use of skilful questioning by the teacher

## Impact:

### What will outcomes for learners be?

By the time children leave Trinity All Saints school they will:

- Have an excellent knowledge of where places are and what they are like.
- Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- Have an extensive base of geographical knowledge and vocabulary.
- Be fluent in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- Have the ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Have significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Be highly developed in utilising fieldwork and other geographical skills and techniques.
- Have 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.
- Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Early Years Foundation Stage

People Culture and Communities

The Natural World

Children will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- They will know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- They will 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

Children will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- They will 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.
- They will understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Although skills are evidenced under a particular NC objective, they will be apparent in other objectives

Geography: Key Stage 1

Locational knowledge

1. Name & locate the world's seven continents & five oceans

Place Knowledge

1. Understand geographical similarities & differences through studying the human & physical geography of a

Human & physical knowledge

1. identify seasonal & daily weather patterns in the UK and the location of hot and cold areas of the world in relation to

Geographical skills & fieldwork

1. 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

	<p>2. Name, locate &amp; identify characteristics of the four countries &amp; capital cities of the UK &amp; its surrounding seas.</p>	<p>small area of the UK &amp; a small area in a contrasting non-European country.</p>	<p>the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: 2. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. 2. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop]</p>	<p>2. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 3. 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 4. 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.</p>
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<p>Yr. 1</p>	<p><i>Use</i> a picture map and globe to <i>locate and identify</i> the 7 continents and 5 oceans.</p> <p>Australia and Antarctica</p>	<p><i>Use</i> a picture map and globe to locate Australia and Antarctica.</p> <p><i>Find and locate</i> a major city in Australia.</p> <p><i>Identify</i> human and physical features within Australia and Antarctica.</p> <p><i>Compare</i> the landscape of Australia and Antarctica with the local landscape.</p> <p>Australia and Antarctica</p>	<p><i>Identify</i> human and physical features within Australia and Antarctica.</p> <p><i>Locate</i> the North and South pole on a globe</p> <p><i>Locate</i> the equator on a globe.</p> <p>Australia and Antarctica</p>	<p><i>Find and identify</i> human and physical features around the school grounds/local park.</p> <p><i>Draw</i> a simple map highlighting the human and physical features around school.</p> <p><i>Give</i> directions to a specified place/area in school</p> <p><i>Interpret</i> an aerial photograph of the school</p> <p>Trip to Hirst Wood Y1+2</p> <p>Trip to Myrtle Park Y1+2</p> <p>Visit to Saltaire - following a map.</p>
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Yr. 2	<p>Use an infant atlas and globe to <i>locate and identify</i> the 7 continents.</p> <p><i>Locate and name</i> major features on a simple UK map e.g. London, Leeds/Bradford, Bingley, surrounding seas</p> <p>Explorers/Street Detectives</p>	<p>Use an infant atlas to locate countries where animals have their natural habitat.</p> <p>Explorers/Wild</p>	<p><i>Monitor and record</i> the weather/temperature and how it changes at the start and end of each season.</p> <p><i>Compare</i> our weather with that of a different country (link to work on animals and their habitats)</p> <p>Pirates/Explorers/Street Detectives</p>	<p><i>Locate</i> countries on a world map and show which animals have their natural habitat in that country.</p> <p><i>Create</i> a simple map of the school, including a simple key to show direction and some human and physical features.</p> <p><i>Highlight</i> on a map their route taken on a local walk.</p> <p><i>Use</i> large scale OS maps.</p> <p>Street Detectives/Explorers Trip to Hirst Wood Y1+2 Trip to Myrtle Park Y1+2</p>
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Although skills are evidenced under a particular NC objective, they will be apparent in other objectives

### Geography: Key Stage 2

	<u>Locational knowledge</u>	<u>Place Knowledge</u>	<u>Human &amp; physical knowledge</u>	<u>Geographical skills &amp; fieldwork</u>
	<ol style="list-style-type: none"> <li>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</li> <li>name and locate counties and cities of the United</li> </ol>	<p>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</p>	<p>Describe and understand key aspects of:</p> <ol style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>human geography, including: types of settlement and land</li> </ol>	<ol style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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</li> <li>use fieldwork to observe, measure, record and present the human and physical features in the local</li> </ol>

	<p>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</p> <p>3. 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 (including day and night)</p>		<p>use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
Yr.3	<p>Use map sites on the internet and begin to use a junior atlas. Begin to <i>collect and record</i> evidence with some aid. (Rainforest topic)</p>	<p><i>Compare</i> data collected with data from another country. <i>Record</i> findings in an appropriate way. (Rainforest topic)</p>	<p><i>Analyse evidence and begin to draw conclusions</i> e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. (Egypt)</p>	<p>Begin to <i>identify</i> features on aerial/oblique photographs. <i>Use and understand</i> 4 compass points to follow/give directions. <i>Use</i> letter/number coordinates to <i>locate features</i> on a map. <i>Begin to ask/initiate</i> geographical questions</p>



Yr. 4	<p>Use map sites on the internet and use a junior atlas.</p> <p><i>Collect and record</i> evidence with some aid.</p>	<p><i>Analyse</i> different sets of data from contrasting countries.</p>	<p>Describe and understand key aspects of human geography including types of settlements and land use</p> <p><i>Analyse evidence and draw conclusions</i> e.g. make comparisons between locations photos/pictures/maps</p>	<p><i>Identify</i> features on aerial/oblique photographs.</p> <p>Use large and medium scale OS maps.</p> <p>Use 4 compass points well and begin to use 8 compass points.</p> <p>Use letter/number coordinates to <i>locate features</i> on a map confidently.</p> <p><i>Ask and respond</i> to questions and offer their own ideas.</p>
Yr. 5		<p><i>Investigate</i> places with more emphasis on the larger scale; contrasting and distant places, <b>understanding</b> geographical similarities and differences through the study of human and physical geography</p>	<p><i>Explain</i> what a climate zone is.</p> <p><i>Analyse evidence and draw conclusions</i> e.g. make comparisons between locations photos/pictures/maps</p> <p><i>Describe and understand</i> physical geography, including climate zones - focused on mapwork including hemispheres and tropics.</p>	<p>Use index and contents page within atlases.</p> <p>Use medium scale land ranger OS maps.</p> <p>Use 8 compass points.</p> <p><i>Begin</i> to use 4 figure coordinates to locate features on a map.</p> <p>Begin to <i>suggest questions</i> for investigating.</p> <p>Begin to <i>use primary and secondary sources of evidence</i> in their investigations.</p> <p>- Used maps to locate countries around the world.</p>
Yr. 6	<p><i>Begin to use</i> 6 figure grid references. Use latitude and longitude on atlas maps</p>	<p><i>Analyse</i> evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p>	<p><i>Analyse evidence and draw conclusions</i> e.g. make comparisons between locations photos/pictures/maps</p> <p><i>Explain and describe</i> how the water cycle works</p>	<p>Use OS maps</p> <p><i>Confidently</i> use an atlas.</p> <p><i>Recognise</i> a world map as a flattened globe.</p> <p>Use 8 compass points confidently and accurately.</p> <p>Use 4 figures coordinates confidently to locate features on a map.</p> <p><i>Suggest questions</i> for investigating</p>

	Titanic Local environment study	Rivers	Rivers Local environment study	<i>Use primary and secondary sources of evidence in their investigations.</i>  Rivers Local environment study River study - Ilkley river trip
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