Standlake CE Primary School

Curriculum Handbook

Geography

Curriculum Statement

Intent

The aim of our teaching of Geography at Standlake CE Primary School is to develop an interest in and understanding of the world in which we live and the complex processes at work which shape it (both physical and human) including the inter-relationships between them.

Children learn about human and physical geographical features at both a global and local level and make links between the impact of human activity on the physical world, and the impact of the realities of the physical world on human settlements and societies. They also learn how our actions and decisions can have an impact on people and places elsewhere.

As well as substantive knowledge, children will develop their geographical skills, including:

- use of maps, atlases, globes, compasses and digital mapping tools
- creation of sketch maps
- collection, analysis and presentation of data.

Geography contributes significantly to realising our school vision of 'Let Your Light Shine' by developing pupil's curiosity about the world and their understanding of the diverse places and communities within it. Through learning about local, national and global issues, pupils build knowledge, empathy and responsibility, equipping them to make positive choices and contribute confidently and thoughtfully to the wider world. The children think of the global population, and how we are intrinsically linked to people and places that we share this wonderful planet with. This helps them develop an understanding of how to be a good custodian of planet earth and also understand how everyone's experiences differ depending on where they live, highlighting the need to help others whenever we can.

The sequencing and content of topics reflects the National Curriculum and also the priorities for our school, rooting our geographical understanding in our local area and relating this to the bigger global picture.

Implementation

Children are taught Geography for three terms across each two year stage of the school, alternating with History for the other three terms. In Early Years, Understanding the World is threaded through each topic (six per year) encompassing the statements most relevant to Geography from 2020 Development Matters.

At the start of each topic in KS1 and KS2, children are given a Knowledge, Concept and Vocabulary organiser which is stuck into their exercise books. This gives the children a clear outline of what they will be learning. Learning

Objectives deliberately include elements of History as well as Geography, and reflect both knowledge and skills to be gained. Lesson content, format and outputs vary deliberately to ensure different geographical skills are being developed, though still embedding the Rosenshine principles. There is particular emphasis on the use of maps, globes and atlases to develop locational and place knowledge; links that can be made with other knowledge; and local connections. Within each topic, children engage with a series of key concept questions. A working wall is created in each class to reflect the learning journey of the children through the topic. High quality resources are accessed through the Royal Geographical Society and through support from our local secondary school. Learning is enriched and extended through site visits, fieldwork and visitors.

Impact

On leaving our school, children should have a good understanding of aspects of the physical world we live in and some of the processes which drive and shape it. They should also understand that human populations interact with the physical world and with each other as they live and work and survive. Children will be knowledgeable about the geography of our local area and also some contrasting areas, including Western Kenya where we support the charity, NASIO Trust, who financially help children go to school as well as supporting their porridge kitchen project.

Children will realise that the actions we take in our daily lives have repercussions for people and places elsewhere and also ultimately for everyone in terms of climate change and depletion of natural resources. They will be able to relate what they have learned to relevant news stories. Children will have developed strong fieldwork skills. They will be confident using a range of maps and mapping tools and will know how to present and analyse data in a range of ways. Finally, they will be excited about Geography, having learned about fascinating places, processes and communities and built meaningful connections between bodies of knowledge.

Recording

Children will take part in a wide range of discursive and practical lessons but there will also be recording in books following the presentation policy at Standlake. To support cross curricular links children will complete a range of tasks which may include, extended writes, representations of data and drama.

Assessment

Teachers assess each unit of Geography and make a summative assessment at the end of the school year. Learning

Objectives in books are ticked by teachers after each lesson - one tick if partly achieved; two ticks if fully achieved. Every lesson begins with a review of previous learning. For example, through a low stakes quiz, recap of a skill or analysis of a map or photograph to revise and recall key geographical knowledge from previous learning. Key Concept Questions are used to elicit understanding of a Geography unit. Teachers introduce these questions within lessons or as Purple Pen comments through which children can demonstrate their understanding.

An end of year Geography assessment is undertaken to show the geographical knowledge and skills children have retained over the course of the year.

Teachers also use the portfolios of Greater Depth work to support and inform their judgements. In Early Years, the children's Learning Journeys will reflect their learning in Understanding our World.

Inclusion

All children take part in all Geography lessons, which are planned to be both accessible and engaging but also challenging. Where appropriate, scaffolds are provided to enable all children to participate fully. The types of lessons vary with practical sessions and a range of types of output which ensures that all children are able to progress in Geography.

Assessment in Geography is focused on the national curriculum statements and KCV questions. Assessment data is recorded on Arbor. In weekly lessons, teachers use formative assessment using the learning objectives to support. Children can be assessed through their written or verbal contributions to the lesson both during and after. To help teachers with their assessments of children, a portfolio of Greater Depth work has been created highlighting Greater Depth children's work in each year group.

Cultural Capital

To develop our children's cultural capital, we aim for the children to have a wide range of experiences. This will include a range of trips and experiences associated with the current topic. Focused theme days will be held to immerse children in the life of different civilisations from around the world and through time. To further improve our children's opportunities, we invite relevant people to school to provide first hand experiences where appropriate. Constant use of artefacts, maps and secondary sources will support hands-on learning.

A major part of the cultural capital for our school is that children get out into the local community and understand the land within the community. Children exploring it, through mapwork and other fieldwork skills is such an important,

real-life factors in their understanding of the area in which they live and come to school in. Children being able to understand how land use within the local area has changed and the necessity of it changing are such important factors in their learning. Children having the understanding of how Standlake is directly affected by Oxford and going to visit it and complete fieldwork to further understand it, will give them a wider understanding of life beyond the school gate.

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2 A			Amazing Africa	Amazing Africa	UK: The Seaside	UK: The Seaside
Year 1/2 B			Frozen Planet	Frozen Planet		
Year 3/4 A			UK: Field to Fork	UK: Field to Fork	Rivers	Rivers
Year 3/4 B			Rainforests	Rainforests		
Year 5/6 A			On our Doorstep: Oxford	On our Doorstep: Oxford	A Bird's Eye View	A Bird's Eye View
Year 5/6 B			Extreme Earth	Extreme Earth		

Curriculum Knowledge and Skills Progression – Geography

Locational Knowledge			
EYFS	**Year 1/2**	**Year 3/4**	**Year 5/6**
The UK is in Europe and India is in Asia. There are different countries in the world. London is the capital city of the UK. Make links to their own experiences.	Location of seven continents and five oceans. Location of four UK nations and their capital cities and surrounding seas.	UK locational knowledge – counties,mountain ranges, national parks, key cities.	Location of countries in Europe, North and South America including major cities and key physical and human characteristics of some. Position and significance of key lines of latitude and longitude.

Place Knowledge

EYFS	Year 1/2	Year 3/4	Year 5/6
Recognising that there are similarities and differences between where we live and where other people live – for example types of farms, types of transport, types of homes and houses, festivals.	Contrasting our local area with our link area of south west Uganda. Contrasting with an Inuit village including the impact of climate change on polar regions.	Location of key rivers in the UK and globally	Contrast our area with a region of the United States of America. Contrast the Lake District with a region of Switzerland.

Human and Physical Geography Substantive Knowledge

EYFS	Year 1/2	Year 3/4	Year 5/6
Recognising that habitats, plants and animals vary between places. Food comes from farms.	Knowing that proximity to the Equator affects whether a place is hot or cold, explored through study of parts of Africa and the polar regions. Understanding of seasons and weather patterns, with contrast between our area and a location on the south coast. Knowledge of key physical and human features related to the coast and human settlements.	Location of climate zones, biomes and vegetation belts around the world including rainforests. Impact of human activity on rainforests and the significance of this. Features and landforms of rivers including flooding. The water cycle. Primary, secondary and tertiary economic activity. Farming as an important economic activity. Trade links and Fair Trade. Distribution of resources in the UK.	How settlements develop over time – specifically the city of Oxford. Types of land use. Key features and locations of mountains, volcanoes and earthquakes, the physical processes at work and the inter-relationships with human settlements.

Geographical Skills and Fieldwork

EYFS	Year 1/2	Year 3/4	Year 5/6
Looking at and using simple maps.	Use of compasses and four cardinal points. Sketch mapping on school site. Use of atlases, globes and aerial photographs. Fieldwork at the coast answering a question about pebble size.	Sketch mapping of local park and stream,including north arrow. Use of atlases, globes and Google Earth. Fieldwork in streams – finding velocity and depth.	Use of compasses, to eight cardinal points, and taking bearings. Four and six figure grid references; longitude and latitude Sketch mapping of land use in Stanton Harcourt and Oxford and comparing results. Use of Ordnance Survey maps, atlases, globes and Google Earth. OS map symbols. Surveying traffic in Stanton Harcourt and Oxford and comparing results.