



Stathern Primary School
'Nurture, Inspire, Discover, Create'

Geography Curriculum Vision and Skills





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Intent and Design – What are we trying to achieve?

Vision

• **As a school we aim to:**

- Preparing children for the future through an inspirational curriculum that makes a difference to the world; outstanding character development; exceptional health and well-being.

• **In Geography we aim to:**

- help develop children's curiosity for both their immediate surroundings and for places and environments in the wider world.

Motto

- **Nurture** – We care for each other and celebrate our differences, achievements and contributions to the world. We support each other through challenges and difficulties, recognising that the mental health and well-being of both ourselves and those around us is one of the key factors in our happiness and success.

- **Inspire** – We inspire each other to greater heights through our communication, actions, support and achievements. We take inspiration from the people, places and events all around us. We recognise that whether a situation is good or bad, there is always learning and growth to be gained. These situations inspire us to make positive change a reality.

- **Discover** – We are excited to discover new knowledge, skills, people and places. We are open to alternative ideas beyond our own and enjoy exploring the thoughts, conversations and solutions that others bring to different situations and experiences.

- **Create** – We enjoy working together to create new and exciting solutions to make our world a better place. We believe we can make a difference no matter how large or small. Our school is a place where we can experiment and take risks in order that we might better ourselves and the world we live in.

School Values

- We believe in...

- **Developing outstanding character** and attitudes to learning in preparation for future challenges in a changing world.

- **Promoting physical and mental health** in a happy caring environment that is supportive and encouraging.

- **Making a difference** to the world we live in through creating enterprising solutions to local and global issues.

- Developing social skills and an appreciation of **each person's unique strengths**, respecting and embracing different cultures, races and religions.

- Fostering a **deep sense of care and nurture** for the world we live in and the people around us.

- Creating a broad range of **inspiring experiences** that allows children to develop skills and find their place in the world.

- Working in **partnership with our school community and beyond to build brighter futures**.

- High expectations alongside a **culture of self-awareness, reflection and self-improvement**.

Aims of our Geography Curriculum

- **Our inspirational geography curriculum will enable...**

- an interest, a fascination and desire to investigate a variety of human and physical characteristics of different places, both local and afar, through purposeful research and careful questioning.

- children to develop an understanding of the use and purpose of maps of the local area and the world

- develop well rounded citizens, we believe children need to understand the differences between places and their cultures and to respect these differences

Learning Intentions

- At Stathern Primary School we incorporate the statutory objectives of the National Curriculum into our geography curriculum. Topics covered are progressive and give the children knowledge of different continents, different maps including features of the globe and map symbols and are linked to other subjects by cross-curricular topics.

- The objective of our different topics is to provide our pupils with a creative, enterprising and inspiring curriculum that provides cross-curricular links and a purpose for learning.



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Implementation and Organisation – How will we arrange our learning?

School Focus

Reading Challenge Vocabulary and Communication Progressive Skills Transferable skills Positive Mental Health and wellbeing

Geography Developmental Foci

- Assess and review the children's prior learning
- Lessons are planned in the correct sequence to build and develop knowledge and skills
- Children use and understand the correct geographical vocabulary
- Progressive knowledge and skills are taught through the fieldwork skills
- Geography written work must reflect and reinforce the key skills in Reading and Writing. To show an understanding of geographical vocabulary and use it appropriately.
- Our Geography curriculum enables children to have a sense of wonder for places around the world, the animals, weather and cultures and compare them with their own world.

Contexts

- Exciting, topic-based learning for developing knowledge, supported by a rich and diverse array of text and activities
- Fieldwork skills to develop an understanding of the local area
- Atlas and map work to develop skills and knowledge about different parts of the world

EYFS Geographical areas to be taught through topics and include the following objectives from the EYFS curriculum

Amazing me
Celebrations
Favourite stories
Space
The only way is up
Animal Kingdom

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- 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.



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Location Knowledge		
Y1/2	Y3/4	Y5/6
<p><u>UK and Non-European Country</u></p> <ul style="list-style-type: none"> ♣ name and locate the world's seven continents and five oceans ♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<p><u>UK and North America</u></p> <p>REVISIT</p> <ul style="list-style-type: none"> ♣ name and locate the world's seven continents and five oceans ♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas ♣ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ♣ name and locate counties and cities of the United 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 	<p><u>UK and North or South America (A)</u> <u>UK and Scandinavia (B)</u></p> <ul style="list-style-type: none"> ♣ locate the world's countries, using maps to focus on Europe (including the location of Russia) and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ♣ land-use patterns; and understand how some of these aspects have changed over time <p>REVISIT</p> <ul style="list-style-type: none"> ♣ 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)



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	<p>of these aspects have changed over time</p> <ul style="list-style-type: none"> ♣ 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) 	
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Place Knowledge		
Y1/2	Y3/4	Y5/6
<ul style="list-style-type: none"> ♣ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 	<ul style="list-style-type: none"> ♣ Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and compare to another location in Europe and/or a region of North America 	<ul style="list-style-type: none"> ♣ Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America or Europe



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Human and Physical Knowledge		
Y1/2	Y3/4	Y5/6
<ul style="list-style-type: none"> ♣ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles ♣ use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> ♣ Physical geography, including: Mountains, forest, rainforest, volcanos rivers and the Water Cycle, cities, countryside, volcanoes, earthquakes, biomes, vegetation belts ♣ Human Geography Types of settlement, land use, distribution of natural energy, food, minerals and water. 	<ul style="list-style-type: none"> ♣ Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains ♣ Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical Skills and Fieldwork		
Y1/2	Y3/4	Y5/6
<ul style="list-style-type: none"> ♣ 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 ♣ 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 ♣ 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 ♣ 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. 	<ul style="list-style-type: none"> ♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ♣ use the eight points of a compass, four 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 ♣ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<ul style="list-style-type: none"> ♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ♣ 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 ♣ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



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Impact – How well are we achieving our aims?

Impact seen in:

Teacher Assessment	Pupil Voice	Moderation
Work scrutiny	Parental surveys and feedback	Observations and Blinks
Data analysis	Progress of pupils across the curriculum	Staff Questionnaires

Our children will:

Making great progress and have high standards of achievement and attainment	Have a lifelong love of reading and learning and be able to communicate clearly	Be respectful of themselves and demonstrate excellent behaviour
Be confident, positive and independent learners with high aspirations	Have mental wellbeing and make healthy lifestyle choices	Participate in the community and have excellent attendance

Work Sample Analysis:	What do our books show?
Lesson Observations:	How is the quality of teaching, learning and use of assessment in the lesson? How good is the questioning in the lesson?
Surveys:	What do parents and children say about this subject?
Interviews:	What do the children say about their learning in this subject? What do the staff say about their learning in this subject?
Coaching and Mentoring:	Is there a need for coaching and mentoring in this subject? What support do colleagues need in this subject?
Training:	What training has taken place? What is the impact of any training given?
Learning environment:	How does the learning environment support the learning in this subject area?