



## Geography Curriculum Vision and Skills

### 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.

• **Child speak:**

- Geography teaches us about the world; its land, water, air and living things (particular people) and the effects they have on Earth.

#### 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.

## 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

Children of all abilities, whether SEND, lower attainers or our most able, will have equal opportunities to access our amazing curriculum and personal development provision. Children will be supported to 'Dig Deeper' using the skills and knowledge taught, and will have the same high expectations of achievement and be scaffolded, supported and assisted to make the best progress possible.

### 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

i.

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

Geography to be taught through topics using a holistic approach following the EYFS Curriculum. *Refer to EYFS Vision Document.* Geographical skills will be primarily developed through the Knowledge and understanding strand of the curriculum.

## Geography Curriculum Vision and Skills

		R	Y1/2	Y3/4	Y5/6	
Skills Progressions ↑ ↓	Global Goals	Locational Knowledge				Residuals ↑ ↓
		Place Knowledge				
		Human and Physical Knowledge				
		Geographical Skills and Fieldwork				

Location Knowledge		
Y1/2	Y3/4	Y5/6
<u><b>UK and Non-European Country</b></u>  ♣ 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	<u><b>UK and North America</b></u>  <b>REVISIT</b> ♣ 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 of these aspects have changed over time	<u><b>UK and North or South America (A)</b></u> <u><b>UK and Scandinavia (B)</b></u>  ♣ 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  <b>REVISIT</b> ♣ 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)

## Geography Curriculum Vision and Skills

	<ul style="list-style-type: none"> <li>♣ 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)</li> </ul>	
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Place Knowledge		
Y1/2	Y3/4	Y5/6
<ul style="list-style-type: none"> <li>♣ 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</li> </ul>	<ul style="list-style-type: none"> <li>♣ 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</li> </ul>	<ul style="list-style-type: none"> <li>♣ 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</li> </ul>

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### Human and Physical Knowledge

Y1/2	Y3/4	Y5/6
<ul style="list-style-type: none"> <li>♣ 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</li> <li>♣ use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>♣ Physical geography, including: Mountains, forest, rainforest, volcanos rivers and the Water Cycle, cities, countryside, volcanoes, earthquakes, biomes, vegetation belts</li> <li>♣ Human Geography Types of settlement, land use, distribution of natural energy, food, minerals and water.</li> </ul>	<ul style="list-style-type: none"> <li>♣ Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains</li> <li>♣ 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</li> </ul>

### Geographical Skills and Fieldwork

Y1/2	Y3/4	Y5/6
<ul style="list-style-type: none"> <li>♣ 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</li> <li>♣ 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</li> <li>♣ 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</li> <li>♣ 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.</li> </ul>	<ul 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 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 area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<ul 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 area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>

**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?