

Geography at St Mary's Primary School

Intent:

Our curriculum for geography is highly ambitious. The content exceeds the scope of the national curriculum ensuring pupils can develop a rich knowledge of the subjects. We offer a highly rigorous curriculum which places significant emphasis on disciplinary, as well as substantive content. The content of the curriculum is extremely carefully sequenced, within and across the subjects, so that pupils use their knowledge gained from earlier material to enable them to access content later in their journey. This helps pupils see connections within and across the two subjects.

In studying geography as a discipline, pupils will:

- think about geographical questions using concepts of place, scale, diversity and variation over space, change, interaction and relationships; pupils tackle questions in which they solve problems concerning place, pattern, position and processes;
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that develop their geographical skills and deepen their understanding of geographical processes;
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and digital technologies;
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

How does our study of geography support literacy?

As with all subjects in the curriculum, the humanities provide the powerful knowledge that builds the wide and secure vocabulary acquisition that underpins literacy and all successful communication. The texts we use in our humanities curriculums give pupils continuous, focused practice in reading and writing, both fiction and non-fiction. Every geography lesson is therefore a lesson playing a

central part in improving reading. Pupils' extended speaking and writing is likewise transformed by the richly diverse vocabulary and the secure, fascinating stories that have underpinned vocabulary acquisition.

How does our study of geography directly foster moral values, attitudes and the disposition to challenge and improve our world?

Our curriculum and teaching in these subjects foster the knowledge, skills and dispositions for pupils to:

- thrive through informed curiosity about the world;
- view human challenges, quests and achievements through the lens of the long traditions that have shaped them;
- think critically about how to change the world for the common good;
- gain the language and concepts to notice, analyse and question how power works in society, and how inequality or suffering arises;
- understand and value the diverse experiences and contributions of others who may be very different from themselves;
- enrich their own sense of identity as they look across time, space and culture and see many positive versions of themselves;
- understand the power of learned communities working collaboratively to seek truth in their claims about the world;
- gain the concepts which give them the tools for precise thought and rigorous argument with which to describe, explain and change the world;
- build strong standards of truth about the conditions under which valid claims can be made about the world, society, culture and belief, on multiple scales;
- appreciate and participate in the arts – music, art and literature – through richly diverse artistic outputs within the many sources studied, properly understood in their cultural, temporal and geographical contexts and providing richly informed stimulus for pupils' own creativity.

GEOGRAPHY

YR

Through teaching and continuous provision, geography in EYFS enables children to:

- explore the natural world around them, making observations and drawing pictures of animals
- describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps
- know some similarities and differences between the natural world and contrasting environments, drawing on their experiences and what has been read in class.
- know where they live
- know how they travel to school

- talk about some of the differences they notice when they are in different places talk about places when looking at books and watching tv/videos
- talking about places they have been to
- talk about places in stories
- use language that relates to place
- recognise elements of their environment that are manmade and natural
- make maps from stories
- follow simple maps in play

Class	Cycle	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Y1/2	A	Living in Cities	Living in the Countryside	Seasons	Where are we?	Living by the Sea	Working Hard
		Living in the mountains	Nature all around us	Visiting new places	Weather in our world	Looking after our world	Changing our world
Y3/4	A	Rivers	Mountains	Settlements & cities	Agriculture	Volcanoes	Climate and biomes
	B	Rhine and Mediterranean	Population	Coastal processes and landforms	Tourism	Earthquakes	Deserts
Y5/6	A	Why is California so thirsty?	Oceans	Migration	North and South America	The Amazon	Interconnected Amazon
	B	Energy and climate change	Ethiopia	Changing Birmingham	Jamaica	Local area enquiry (double unit)	