



Curriculum Overview St Andrew's Church of England Junior School



Curriculum Area: Geography

Subject Lead: Sam Neate

Our curriculum approach to geography reflects our ethos statement:

'Shining a light of a world of Possibilities'.

It is also based around our 'curriculum drivers':

- Curiosity, enquiry and creativity
- Community
- Possibilities

In particular, we are keen for pupils to discover their own passion for geographical learning.

Intent

Geography is an exciting, enquiry led subject that helps us better understand the people, places and environments in the world. Linked to our Curriculum drivers and ensuring pupils acquire the range of skills needed to be geographers we want all children to:

- Develop a curiosity about the world and its countries and continents.
- To develop an awareness of both human and physical geography and how daily routines across the world can be changed by these.
- To have the opportunity to take part in activities that set an example in protecting our local environment and the World.
- To develop an awareness of their own local area and develop fieldwork through activities on and off site.
- To ensure all meet the expectations laid out in the national curriculum.

Implementation

Our curriculum is designed to allow children to build on their geographical knowledge and skills as they progress through the school. To ensure this happens:

- Geography will be taught every week for a half term following a sequence of lessons.
- Each year group will have a different focus every term.
- Each teacher is responsible for delivering Geography lessons as an individual subject and where appropriate, lessons can be cross-curricular.
- All lessons will include a curiosity starter that develops children's curiosity about the world and engage children in subject. An example of this could be cooking or something fun on the field.
- Each half term, optional topic homework is set linked to the geography being covered that half term.
- Knowledge organisers will display key vocabulary being taught in geography.
- End of unit quizzes will be used to test children's geographical knowledge and all work will be recorded in Learning Journals.
- Teachers use the Key vocabulary set out in the vocabulary progression document- vocabulary will be built on year upon year.
- The key skills progression grid is used to ensure coverage and progression.

Impact

Our teachers rely on a range of tools to assess the knowledge and skills pupils have; their progress and development points. By the end of a unit we expect that:

- Children develop their knowledge and understanding of geographical features and the significance of this.
- Children develop their understanding of continents, countries and seas.
- Children feel confident when using fieldwork to support their ideas and can begin to apply this to opportunities in school. Photo evidence of this is recorded in Learning Journals.
- Children feel inspired to extend their curiosity about the World, either at home or at secondary school.
- Children can use spellings of geographical and topic related vocabulary appropriately.
- Children's understanding of the key objectives will be recorded using INSIGHT.

Planning

At the beginning of each topic, we take our objectives from INSIGHT. A scheme of work will be created by the Geography leader which will clearly plan all the lessons for each year group and link to their topics. These lessons will cover all the objectives that will need to be met for that year group. Greater depth opportunities will be planned

and will fit into the year's topic schemes of work. Teacher may then adapt these lessons, if they need to, to suit their class. Teacher will be expected to adapt the planning to suit their SEN children. The school website has links to planning. This has been separated into year groups: Year 3, Year 4, Year 5, Year 6. Each term, every class will have one half term with a geography focus. The other half of the term will have a history focus. This helps us to plan and to ensure the lessons are increasing the depth of understanding and range of knowledge throughout the whole of that academic year. Therefore, skills will be built upon consistently throughout the key stage.

Knowledge and skills progression through the school

In KS2 knowledge and skills will be developed to involve:

Locational Knowledge:

- 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
- 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
- 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)

Place Knowledge:

- 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 in North or South America

Human and Physical Geography:

- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Describe and understand key aspects of 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:

- 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.

Recording

Recording of lessons will take place in Learning Journals across all year groups.

Reporting

On our annual reports, which are given to parents at the end of the year, a judgement will be made regarding their child's attainment in Geography relating to the national curriculum for their year group. For example, HNM (Has Not Met), ARE (Age Related Expectations), GD (Greater Depth).

Monitoring

Curriculum leader will collate evidence including analysing how planning matches the evidence in books, learning walks, speaking to pupils about their learning and discussing with colleagues what has gone well as well as any lessons learnt. The Curriculum Leader will produce a yearly report submitted to SLT. Where relevant, implementation of school policies (such as marking) will be reviewed in light of the well-being school's agenda to ensure the workload for geography is both manageable and is making an impact on the children's learning.

Review

Spring 2023