

# Geography Curriculum

## Intent, Implementation, Impact



With our children at the heart of our school we aim to provide:

- An inclusive environment where all children thrive and feel safe
- A broad and rich curriculum where our children can explore their thoughts, feelings and ideas.
- A curriculum which provides the breadth and depth for our children to develop as a whole child.
- A curriculum which is enhanced by other experiences to widen our children's knowledge

Curriculum Intent	Curriculum Implementation	Curriculum Impact
<p>Our intent is to:</p> <ul style="list-style-type: none"> <li>• Instil a love of geography in all our children</li> <li>• Inspire in our children a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.</li> <li>• Provide an interesting and varied curriculum which engages and intrigues our children while meeting the needs of all backgrounds, cultures and abilities.</li> <li>• Teach geographical vocabulary (local area and worldwide) to all our children.</li> <li>• Create opportunities to link Geography to other subjects</li> <li>• Follow curriculum maps to ensure progression in skills and knowledge throughout the school.</li> <li>• Provide experiences for our children outside of the classroom to enhance their knowledge and understanding.</li> </ul> <p><b>In Key Stage 1</b> pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>	<p>At Reigate Park Primary Academy, Geography is taught as discrete lessons within the Curriculum Maestro Project for that half term.</p> <p>The teaching of Geography can take place in any of the four phases within each project:</p> <p><b>Engage</b> Engage is a short stage in which children take part in a memorable experience to stimulate their curiosity, ask questions and talk about their prior learning. They are introduced to the required baseline knowledge to support future learning.</p> <p><b>Develop</b> Develop is a longer stage, where children delve more deeply into the theme, explore and acquire new skills and knowledge, revisit previously acquired skills and knowledge, make links between subjects, explore, make, read and write for a variety of purposes across the curriculum.</p> <p><b>Innovate</b> Innovate is a crucial opportunity for children to return to previous skills and knowledge and apply them in new contexts.</p> <p>The Innovate stage poses a thematic problem, challenge, provocation or scenario that requires children to think creatively whilst applying, reflecting and revisiting what they</p>	<p>Our children will be able to communicate accurately using geographical skills and knowledge.</p> <p>Our children will have a sound understanding of location and place and are able to compare and make links between these.</p> <p>Our children will have a curiosity about the world which will remain with them through all stages of their life</p> <p>Our children will use their subject specific vocabulary to interpret and convey their understanding of the world. They will be able to analyse and interpret information in order to question and reflect on the physical and human geography of the world.</p> <p>Outcomes in topic books evidence a broad and balanced geography curriculum and demonstrate the children's acquisition of key knowledge.</p>

Pupils should be taught:

**Locational Knowledge:**

- 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.

**Place Knowledge:**

- 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

**Human and Physical Geography:**

- 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:
  - Key physical features – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - Key human features – city, town, village, factory, farm, house, office, port, harbour and shop.

**Geographical Skills and Fieldwork:**

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied in KS1.
- Use simple compass directions, (North, East, South and West) and locational and directional language (for e.g. 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.

**In Key Stage 2** pupils should extend their knowledge and understanding beyond the local area to include the UK and Europe, North and South America. This will include the location and characteristics of a range of the world's most

have learnt in previous stages, in a real-life or imaginary context. Each provocation has a learning pathway which is laid out in the style of a board game in the projects.

Sometimes, the Innovate stage introduces the children to a new skill or requires further research.

**Express**

Express gives children a structured opportunity to reflect on their learning, test their knowledge and celebrate their achievements.

Pupils are taught knowledge through high quality texts and field trips and visits, whilst developing their key skills such as: map reading, interpreting data, comparing, locating and scale.

Cross-curricular outcomes in Geography are planned for, with strong links made between Geography and literacy lessons.

**Learning Environment**

Every classroom has a working wall which highlights key learning points from the project . This is taken from the knowledge organiser from the project and supplemented with key vocabulary and pieces of children's work.

significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

Pupils should be taught:

#### **Locational Knowledge**

- Locate the world's countries, using maps to focus on Europe, including the location of Russia, and North and South America, concentration on their environmental regions, key physical and human characteristics, countries and major cities.
- Name and locate counties and cities of the UK, 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 UK, a region in a European country, and a region within 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.
  - 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 and 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

<p>of OS maps) to build their knowledge of the UK and the wider world</p> <p>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</p>		
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