

Geography Curriculum

Intent and Implementation



Whole School Overview:

At Kinraig Primary School, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Geography is, by nature, an investigative subject, which develops and understanding of concepts, knowledge and skills and through our curriculum we aim to offer children opportunities whereby they can challenge this knowledge and question 'why' and 'how' things happen. By developing children's interest and understanding of diverse places, people, resources and natural and human environments; together with a deep understanding of the Earth's key physical and human processes, we hope that children will develop a curiosity and fascination about the world and the people that live in it, which will remain with them for the rest of their lives. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time here at Kinraig Primary and also to their further education and beyond.

In line with the Early Years Foundation Stage (EYFS) and National Curriculum, we will ensure all children have the opportunities to:

EYFS:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (UTW)
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (UTW)
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. (UTW)
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (UTW)
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (UTW)

National Curriculum:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Are competent in the geographical skills needed to:
 - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
 - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Implementation (Year Group Overviews):

Geography at Kincaig Primary School plays a key role in our creative curriculum and alongside History forms the basis of our over-arching themes. Taught in termly blocks throughout the year, children develop a deeper understanding and depth to their learning. Teachers understand the key knowledge and skills of each topic and consideration has been given to ensure progression throughout each year group across the school. By the end of Key Stage 2, children will have studied a range of different topics developing their understanding of location and place, human and physical features and geographical skills and fieldwork. By bringing the curriculum alive, with a hands-on, immersive approach, we aim to teach geography in a fun and engaging way. This can include children planting in our garden or going to the local pond to look at habitats, carrying out surveys and drawing maps of the local area or carrying out beach studies and making comparisons. Educational visits are a key part of our geography curriculum and we aim to take learning outside of the classroom where possible. Our children have explored their local environment, explored the pond and different habitats and had visitors into school to share learning and have hands on experiences. At the end of each topic, key knowledge is reviewed by the children and rigorously checked by the teacher and consolidated as necessary.

Within each age range, we will focus on the skills outlined below, to ensure a consistent and embedded approach that shows a clear progression of skills.

Toddler Room/Rising 3: Children begin to enjoy and explore the natural world; focusing on different local environments such as the beach, the park and the pond. They enjoy exploring nature and use natural resources such as mud and leaves in their play.

Pre-School: Children begin to comment upon and ask questions about their familiar world such as where they live or places they visit regularly, building upon their previous knowledge. They continue to explore the natural environment and begin to explore and look at different countries in the world; talking about the differences they've experienced or can see within given resources.

Reception: Children begin to learn all about the similarities and differences in relation to local places and different countries. They confidently talk about their local environment and how this may be different to other environments. They begin to look at weather and climate change; seasons and begin to make simple maps and drawings. Children look at a range of different countries, cultures and make simple comparisons.

Year 1: Children begin to look at the location and the features of their school and its position. They learn all about how to use four compass points to describe the location and position of different landmarks and build upon creating simple maps. Children learn all about Africa and its location within the world; identifying similarities and differences between Africa and Blackpool. Finally, children explore the seaside and its special features, highlighting the differences between human and physical geographical features.

Year 2: Children continue to build their knowledge of describing places and using geographical vocabulary to explain the location of England, Ireland, Scotland and Wales as well as identifying seasonal and daily weather patterns across the United Kingdom. They spend time looking at a variety of photographs to locate landmarks and basic human and physical features; learn to name the seven continents and five oceans and explore different habitats and the animals that live in them.

Year 3: Children continue to build upon their knowledge of the British Isles and the countries and capital cities within, extending this knowledge to include specific areas of Europe. Developing their map skills, children will also be encouraged to use the eight different compass points and grid references to describe and discuss land use of these countries; comparing and contrasting different coastlines and identifying and naming the oceans and seas surrounding these locations.

Year 4: Children will begin to focus on the different continents, identifying them on a world map and identifying the seas and oceans that surround them. Children focus upon Africa and South America, investigating and researching key landmarks, human and physical features and the different landscapes; including deserts, rivers and rainforests. Children identify counties within England with a specific focus on Lancashire; again looking at key human and physical features.

Year 5: Children continue to develop their understanding of the different continents and places within them, specifically North and Central America and Greece. They focus on the different climate zones, landscapes, physical and human features and compare them to the United Kingdom. Children investigate the physical processes of Earthquakes and Volcanoes and look at locations where these are more prevalent and the reasons why.

Year 6: Children continue to build upon their prior knowledge of continents, countries and counties, looking at Europe, Asia, Central America, Lancashire and Yorkshire. They focus on climate zones, mountain ranges, oceans and seas and build upon their geographical vocabulary and map skills. They learn about the position and significance of the equator, the Northern and Southern hemisphere, the tropics of cancer and Capricorn and latitude and longitude and the affect this has on the landscape.

Impact:

The impact of this curriculum design will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills. Children will therefore be expected to leave Kincaig reaching at least age-related expectations for Geography, having a secure knowledge of locations and places, human and physical features, landmarks and landscapes and be confident in using maps and compass points to locate and identify. The Geography curriculum will be supported by fieldwork and outings to give children a hands-on approach and see first-hand the changes and effects. We aim to develop the inner explorer in each of our children with the curiosity to embrace and explore the different cultures, traditions and foster a love of the world around them.