

Geography at St Mary's C of E Primary School



Intent

The teaching of Geography at St Mary's C of E Primary School will help pupils to gain knowledge of location, place, aspects of human and physical geography and acquire a range of geographical skills and experiences through fieldwork.

St Mary's C of E Primary School's Geography curriculum will address barriers to learning and develop cultural capital by:

- Providing an opportunity to explore the geography of the local area, Hinckley and compare to further afield through fieldwork opportunities.
- Be introduced to areas of significant geographical interest both locally, nationally and globally.
- We take advantage of Hinckley's historical background through the study of human geography.
- Learn about famous geographers.
- Use computer software and atlases to identify places in the world and understand their physical and human characteristics.
- Develop pupils' geographical vocabulary development through subject specific vocabulary.
- Develop pupils' general knowledge skills alongside subject specific knowledge (developing the background knowledge of the world pupils' need for inference and understanding.)
- Provide writing opportunities to apply new knowledge in a different way.
- Develop pupils' understanding of British values.
- Develop pupil's curiosity, enthusiasm and passion towards geography.



Implementation

Geographical concepts, knowledge and understanding are taught through themes and also covered cross curricular through other subject areas. Thematic lessons are taught weekly. The curriculum has been developed through the school's own curriculum plans and other resources to ensure our curriculum draws on local human and physical geography and significant places of interest.

The themes have been organised to provide progression of knowledge in relation to knowledge and the development of key skills. This is particularly evident in pupils' progressive understanding of location and place, which builds from local to global.

Other aspects such as map skills are built up progressively. Carefully selected enrichment opportunities enhance pupils' learning.

Curriculum organisation and timetabling enable learner's opportunities for constant recapping of knowledge and skills with well-spaced reviews within teaching to aid teacher assessment. This recapping of learning helps to embed learning into pupils' long-term memory. It also helps to clarify technical terms and check pupils' understanding as well as providing an opportunity to engage with content.

Knowledge organisers are used to provide transparency, an overview of pre-teach content and also a means of tracking knowledge, skills and the understanding of concepts through retrieval exercises.

By the end of each Key Stage, pupils will know, be able to apply and understand the matters, skills and processes specified in the programmes of study in the National Curriculum.

The Curriculum is carefully managed by Subject Leaders to ensure topic content is relevant, the progression of key knowledge and skills is still maintained and that content is differentiated for different age groups as appropriate.



CURRICULUM MAP: Autumn 2021 – Summer 2023 History-PURPLE Geography-GREEN

Year & Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional Coverage
YEAR F	<p>All about me</p> <p>My family and people close to me</p> <p>Birthdays</p> <p>Places visited with family locally and within the wider world</p> <p>Discuss differences/ similarities and make comparisons between other families/ communities.</p>	<p>People who Help</p> <p>Remembrance, bonfire night</p> <p>Comparing emergency services now and then</p> <p>Visit local places of worship. St Mary's.</p> <p>Different occupations i.e emergency services, jobs in our community etc</p> <p>My community and the people who live and work within it.</p>	<p>Heroes and Princesses</p> <p>Read stories based on real life people and look at personal time lines. (Captain Tom Moore and the Queen)</p> <p>Talk about local shops in our community.</p> <p>Castles</p>	<p>How does your garden grow</p> <p>Talk to a farmer and look at where their farm is located.</p> <p>How is Mother's Day celebrated around the world?</p>	<p>Adventures near and far</p> <p>The moon landings – looking at Neil Armstrong.</p> <p>Use Google Earth to explore and travel to different locations both near and far.</p> <p>Maps- following and drawing own maps.</p> <p>Contrast between a hot and cold climate.</p> <p>Compare and appreciate differences in other people's traditions and cultures.</p>	<p>Minibeasts and Megabeasts</p> <p>Prehistoric age</p> <p>Map work</p> <p>Trip to the Zoo</p>	

YEAR 1/2 A	Toys past & present Comparing toys from grandparents to present day.	At the farm (2) To be able to explore features, navigate using a map and compare farms to cities.	Around the world (2) To be able to locate countries of the world and name their characteristics	Florence Nightingale Life of Florence Nightingale	Castles Norman Britain	My world and me (2) To create and use maps and look at human and physical features in the world.	
YEAR 1/2 B	Where do I live? (1) To be able to name the continents, countries of the UK and describe where they live.	Gunpowder, Treason and Plot Guy Fawkes and the Gunpowder Plot	Intrepid Explorers Neil Armstrong & Christopher Columbus	Let's go on safari (1) To study Africa and its climate, weather, landscape, animals and people and compare to UK.	Weather patterns (1) To be able to talk about different weather patterns and compare to other places.	At the Seaside What were holidays like in the past in Victorian Britain	
YEAR 3/4 A	European neighbours (4) To be able to identify and compare the countries and their capital cities whilst looking at human and physical features.	Prehistoric Britain Early humans to the Bronze Age	Anglo Saxons Who were the Anglo Saxons, Picts and Scots	Earning a living (3) To look at jobs and un/employment and how children earn a living around the world.	Where does our food come from? (4) To look at different climatic zones and know where the food comes from to the UK by talking about trade links.	Early Civilisations Writing, trade, maths, inventions, buildings of early life on Earth	
YEAR 3/4 B	Ancient Egypt Egyptian life	In the desert (4) To locate deserts and desertification and study the features and people who live there.	The Maya Mayan life	Mexico today* (3/4) To locate Mexico on a map and compare with the UK. To explore the physical features, weather and culture.	Village settlers (3) To find out about the needs of early settlers and where they settled. To design a village with this information using mapping skills.	Invaders and Settlers Start of Roman Britain to its end	*just for 2021/22 to be replaced by Countries of the World

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<p>YEAR 5/6</p> <p>A</p>	<p>Crime and Punishment</p> <p>From Romans to 21st Century</p>	<p>Extreme earth (6)</p> <p>To investigate the extremes of weather conditions around the world. E.g. tsunamis, earthquakes.</p>	<p>Shang Dynasty</p> <p>China's royal past</p>	<p>Rivers (5)</p> <p>To study the features of a river system, why they are important and the cause and effect of pollution.</p>	<p>South America (5)</p> <p>To study the climate, landscape, industry and compare to the UK.</p>	<p>Ancient Greeks</p> <p>Who were the Greeks and what was life like in Ancient Greece</p>	
<p>YEAR 5/6</p> <p>B</p>	<p>Atlantic Slave trade</p> <p>Between Britain, Africa and the Americas</p>	<p>The United Kingdom (5)</p> <p>To be able to identify the countries, locate towns and cities, and the explore physical features of the UK.</p>	<p>Local study- Victorian Britain</p> <p>Hinckley – how the railway affected Hinckley during the industrial revolution (link to Geography)</p>	<p>Local study (6)</p> <p>To explore the economic activity, land use, settlements, climate and rivers of the local area. (link to History)</p>	<p>North America (6)</p> <p>To name the countries, compare climates, time zones, capital cities, with the UK and study its human and physical features</p>	<p>Rebuilding Britain</p> <p>How Britain changed after WW2</p>	

Impact

The impact of curriculum is measured in terms of the extent to which pupils have developed new knowledge, understanding and skills and that they can use this with fluency.

In Geography, this will be measured by:

- Assessment tasks and regular knowledge check activities
- In school attainment tracking
- Engagement in enrichment activities
- Pupil voice – questionnaires, pupil book and learning reviews
- Subject leader monitoring – lesson visits, scrutiny of books, assessment, pupil interviews and questionnaires
- Governor monitoring
- Attendance data
- Behaviour logs

The Geography curriculum and resources used are evaluated annually.

