



Christ The King Federation

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St Francis and St Joseph's Catholic Primary Schools

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Geography Subject Leader Review

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Review Current Curriculum

"A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes" (DfE National Curriculum).

Our current curriculum showed that we were covering the important elements of the National Curriculum for Key Stages One and Two however; some topics were taken from a range of schemes such as the IPC. Following discussion and reflection, we suggest that the focus needs to be shared termly between History and Geography, in order to ensure coverage and meet timetable restraints. All Year groups have 4 topics to cover to ensure National Curriculum objectives are covered.

Discuss the value of its intent, implementation and impact

Intent:

Key stage 1 Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

KS 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should

develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Implementation:

In order to cover all attainment targets set by the National Curriculum a carefully structured curriculum has been devised to incorporate wider themes, school trips and local visits. We deliver a knowledge-based geography curriculum that aims to inspire pupils' curiosity to know more about their own locality and the wider world. It helps pupils gain skills to be able to utilise maps in 'seeing', understanding, interpreting, recognising symbols and features, from the local to the global; by providing opportunities to develop and enhance the core skills to do so.

The geography curriculum, where possible, has been planned to tie in with history themes. Additional themes such as Chinese New Year (objectives taken from the Year 2 unit 'Lets go to China') Recycling week, Earth day, World Oceans day and an orienteering day have been included to broaden knowledge and make local and global links.

Impact:

As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. (DfE National Curriculum)

Our geography curriculum is designed to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We intend to equip children with geographical skills to develop their knowledge through studying places (local, nationwide and worldwide), people and natural and human environments. This seeks to deepen the understanding of the Earth's human and physical forms and processes. Geography, by nature, is an investigative subject.

Is it sequential in its design? / Does it build on prior knowledge?

The geography curriculum builds upon prior knowledge in a carefully sequenced curriculum, both within and between year groups, and makes links to other subject areas.

Pupils develop an understanding of key substantive concepts (maps, location, size, scale, view, landscape, country, city, place, environment, physical, human and climate) that act as threads throughout the geography curriculum from the beginning to the end of the pupils' primary education.

Does it reflect the needs of the pupils across the Federation?

The geography curriculum allows for all pupils to learn key skills, but as geography is an investigative subject different methods of recordings results/research will allow children to develop their preferred learning method. Both schools will have the opportunity to visit their local area. Opportunities for outdoor learning is strongly encouraged and we feel that a more practical approach would benefit some children (visitors, trips, creative art-based link, links to other subjects.) If children are immersed in geography then they will all access the curriculum at some level.

What skills and knowledge do we want them to be conversant in by the end of each academic year?

KS1

National Curriculum Objective	Year 1	Year 2
Name and locate the world's seven continents and five oceans. (Locational knowledge)	Wonderful weather	Wonderful World Sensational Safari Magical Mapping
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge. (Locational knowledge)	Our School Wonderful weather Our Local area Our Country	Magical Mapping Beside the Seaside
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. (Place Knowledge)	Our Country	Sensational Safari
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. (Human and Physical Geography)	Wonderful weather	Wonderful World Beside the seaside
Use basic geographical vocabulary to refer to:	Wonderful weather	Wonderful World Sensational Safari

key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <u>(Human and Physical Geography)</u>		Magical Mapping Beside the Seaside
key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork. <u>(Human and Physical Geography)</u>	Our school Our Local area Our Country	Wonderful World Sensational Safari Magical Mapping Beside the Seaside
use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. (Geographical skills and field work)	Wonderful Weather Our country	Wonderful World Sensational Safari Magical Mapping Beside the Seaside
use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2, 3. (Geographical skills and field work)	Our School Our Local Area	Sensational Safari Magical Mapping Beside the Seaside
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. (Geographical skills and field work)	Our School Our Country	Wonderful World Sensational Safari Magical Mapping Beside the Seaside
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. (Geographical skills and field work)	Our School Our Local area	Magical Mapping Beside the seaside

KS2

National Curriculum objectives	Year 3	Year 4	Year 5	Year 6
Locate the world's countries, using maps to focus on Europe (including the location	Rainforests	N/A	-Marvellous Maps	-Raging Rivers

of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. (Locational knowledge)			-Magnificent mountains -Exploring Eastern Europe	-Trade and economics
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 (Locational knowledge)	-The UK	-What's it like in Sheffield/Whitby?	-Marvellous Maps -Magnificent Mountains - Energy and the environment -enough for everyone	-Raging Rivers -Our changing world
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) (Locational knowledge)	Rainforests The UK	All around the world	N/A	N/A
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 within North or South America. (Place Knowledge)	Rainforests (1 lesson)	What's it like in Sheffield/Whitby? (5 lessons)	Exploring Eastern Europe (4 lessons)	-The Amazing Americas (5 lessons) -Trade and Economics (1 lesson)
Describe and understand key aspects of: □ physical geography, including: climate zones, biomes and vegetation belts,	-Extreme Earth - Rainforests	Water	Magnificent Mountains (3 lessons)	Raging Rivers (3 lessons)

rivers, mountains, volcanoes and earthquakes, and the water cycle <u>(Human and Physical Geography)</u>				Our Changing world (4 lessons)
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 <u>(Human and Physical Geography)</u>	-Land use - Rainforests	-Somewhere to settle	-Magnificat Mountains (1 lesson) - Energy and the environment -enough for everyone (6 lessons)	-Raging Rivers (2 lessons) -Trade Economics (4 lessons) -Our changing world (2 lessons)
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (Geographical skills and field work)	-Land Use - Rainforests -The UK	-All Around the World -Somewhere to Settle	-Marvellous Maps -Magnificent Mountains - Exploring Eastern Europe	-Raging Rivers -Trade and Economics -The Amazing Americas
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 (Geographical skills and field work)	The UK (1 lesson)	Somewhere to settle (1 lesson)	Marvellous Maps (4 lessons)	N/A
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. (Geographical skills and field work)	Land Use Local walk	N/A Local walk	Energy and the environment -enough for everyone	Field trip to Blackwater River Maldon – ST Francis

Adaptions:

- To discuss with staff the need for 4 units of work per year group to ensure NC objectives are met.
- Revisit timetable to ensure coverage. Discussion needed around the 'Lets go to China unit' Year 2 has 5 Geography topics. We propose splitting the objectives across the school to celebrate Chinese New Year as a school.
- Plan for an orienteering day across the school. PE lead to also help plan.
- Ensure that all teachers' book one history/geography related trip within the year to ensure immersion in the topics.
- Organise a time for all teachers to look at their history units for the following year and carry out research (CPD time).
- To make all geography resources available in both schools. Subject leader to work with staff to ensure that appropriate resources are available in each school. Ensure that all resources are stored centrally at both schools for easy access. The provision of and management of resources should be the same at both schools.

Resources:

Although majority of the topics can be found on Twinkl; they should be used as a guide not as a specific set of lesson plans. We will be looking at a range of other resources that will be suitable to aid the teaching of each topic. Also ensure KS1 have 4-point compass on display and KS2 8-point compass on display. We also need to review age appropriate world maps.