Geography Curriculum Overview

Intent

At Downholland Haskayne CE Primary School, our Geography curriculum is designed to awaken curiosity and appreciation for the world, fostering an understanding of diverse natural and human environments. We aim to equip children with knowledge, skills, and a sense of responsibility towards sustainable living.

Through hands-on experiences and enquiry-based learning, we empower pupils to explore cultures, environments, and their interconnectedness, promoting a lifelong commitment to environmental stewardship. Fieldwork is a vital ingredient of the geography curriculum. Where possible, children are provided with opportunities to study topics within the outside environment.

Our curriculum is designed to align with the aims of the National Curriculum while also reflecting the diverse aspirations and interests of our learners.

Key Objectives of our Geography curriculum include:

Developing Curiosity and Exploration: Encourage pupils to ask questions and explore their surroundings, fostering a lifelong interest in the world around them.

Understanding Places and Spaces: Equip students with the ability to identify and describe various physical and human geographical features, using maps and other tools effectively.

Interconnectedness and Global Awareness: Promote understanding of how local and global environments are interconnected, helping students appreciate diverse cultures and ecosystems.

Environmental Responsibility: Instil a sense of responsibility towards the environment, encouraging pupils to consider the impact of human actions and think critically about sustainable solutions.

Cultural Appreciation: Celebrate and integrate geographical concepts that reflect the rich cultural diversity within the school community, enabling pupils to connect learning to their experiences.

Implementation and Curriculum Overview

Downholland Haskayne CE Primary School has mixed age classes. There is an EYFS (including 3+ Nursery)/KS1 class- Acorn and a KS2 Class – Oak. The curriculum has been designed with a 2 year rolling program for Acorn class and a 4 year rolling program for Oak class.

EYFS activities will be designed to meet the Early Learning Goals and will fit alongside the program of study for KS1. For example, the objective*: Children will observe and describe their immediate environment, identifying features such as landmarks and land uses, fostering their sense of curiosity and inquiry,* will be met through work in the Local Study and UK Study units at Key Stage One

Acorn Class – KS1

Cycles	Autumn	Spring	Summer
Cycle A	**Weather and Climate** Focus on Fieldwork – My Favourite Place. Inc. Hot and Cold Places of the World	**UK Study** What is the UK? Including Physical and Human Activity	**Coasts** Including Fieldwork and Mapping Skills – Formby Trails.
Cycle B	**Non-European Study** Compare and Contrast Port Douglas in Australia Inc. Continents and Oceans of the World	**Local Study - Haskayne** Including Fieldwork and Physical and Human Geography. How Could we make our school grounds more sustainable? Create Maps.	

Oak Class – KS2

Cycles	Autumn	Spring	Summer
Cycle A	**UK Locational Study** Identify Countries, Cities and topographical features.	**Regional Study - The Lake District** *How does the Lake District benefit from tourism?* Including UK and World Mountains	**European Regional Study** Study on Europe then zooming in on Catalonia
Cycle B	**Earthquakes and Volcanoes** Including formation of mountains and causes of Earthquakes	**River and The Water Cycle** Fieldwork on Rivers	**Food From around the World** *Where in the world does our food come from?* Supply/Demand Import/Export
Cycle C	**Settlements** Hamlets to Mega Cities	**The Americas** *North and South America. How diverse are their climates and landscapes?* Including Time Zones	**Save Our Oceans** Including Sustainability
Cycle D	**Global Aspects and Climate Change**	**Global Land Use** *How have humans shaped the world?* Including distribution of minerals, Energy and Sustainability.	**Rainforests** Including Biomes, Vegetation Belts and Climate Zones