

Geography Subject Overview

'Geography is the subject which holds the key to our future.' Michael Palin.

Curriculum Aims and Principles

At Greet, we are driven by a collective mission of ensuring that children understand that there are **no limits to what they can achieve**. It is through this relentless ambition and high expectations that we seek to **achieve excellence** for our children, to develop their **social intelligence** and their understanding of how to live **ethical lives**. Our school mission and values form the drumbeat of day-to-day life at Greet. They are the driving forces behind our curriculum design.

Our curriculum has the children of Greet at its heart. It is rooted in our school, our families and our local community whilst ensuring learners are also taught about national and global issues. We endeavour to give our children a strong sense of their own identity and their place in the world, and to respect the same for others. They will know the story of humankind, its place in history and how they can have a positive impact on the future, so they are fully prepared for the challenges of the 21st Century.

All of our curriculum areas are carefully planned and mapped using **our core curriculum principles**. These ensure our curriculum is: **values driven**; focused on **the essentials**; **coherent, connected and cumulative**; incorporates **carefully selected knowledge**; **vocabulary rich**; **ambitious**; and **builds cultural capital**. Please see our 'Curriculum Aims and Principles' document for more details.

For all subject areas we have **carefully selected and sequenced the key knowledge and vocabulary** our children need to build the foundations of future academic success. Knowledge and vocabulary are **explicitly mapped on our medium term plans**. This knowledge and vocabulary is **delivered as a minimum requirement**. Content is arranged sequentially and logically with key concepts are revisited in a range of contexts within a year group, across year groups and across subjects. Our curriculum threads link key themes across the school.

Geography at Greet

During our geography units we take our children on an exciting journey around the world. We start in our school grounds before gradually travelling further afield, from Sparkhill into Birmingham and beyond. A high-quality geography education should inspire in children a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. To truly understand the world we live in it is important that we have an understanding of the human and physical processes that are acting upon it. Children need to know that both environments and how humans interact have altered over time and are still changing.

Enquiry is an essential component to the discipline of geography. Geographers should ask questions and form hypotheses to be tested. To do this children need to be equipped with a range of enquiry skills. Our Geography curriculum is designed to offer breadth and depth in both knowledge and skills. We feel this best prepares children for their future learning.

Our geography curriculum **aligns closely to the National Curriculum** and provides our children with the opportunity to:

- develop contextual knowledge of the location of globally significant places.
- understand the processes that give rise to key physical and human geographical features of the world.
- 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.



ACADEMIC EXCELLENCE



SOCIAL INTELLIGENCE



ETHICAL LIVES

At Greet Primary School we teach **an ambitious, knowledge rich geography curriculum** through the use of the Cornerstones curriculum. This ensures that our geography curriculum content is mapped **sequentially and logically** with **key vocabulary and knowledge revisited** to support children to **know more and remember more**.

We teach geography as a discrete subject so children have the opportunity to think like 'geographers', **understanding the subject as a discipline in its own right**. Projects are placed alongside other subject projects where there are **opportunities for making meaningful connections**. For example, in Year 2 the Coastline unit has been placed in the same teaching sequence as the DT project Beach Huts.

EYFS

In EYFS children learn foundation geography skills through the specific area of Understanding the World. Early geography skills are interwoven through every unit, in particular during the Me and My Community project when children learn about their immediate locality and where they live in Birmingham and the UK.

Key Stage 1

In Year 1, children study the project Bright Lights, Big City. This project introduces children to the geography of urban environments and the physical and human features of the United Kingdom.

In Year 2, children carry out a detailed study of coastal geography in the project Coastline. This project introduces children to the geography of coastal environments and provides children with the opportunity for in-depth coastal fieldwork.

Lower Key Stage 2

In Year 3, children study the project Rocks, Relics and Rumbles, which explores physical features and geographical phenomena, including earthquakes and volcanoes.

In Year 4, children carry out a detailed study of the physical features of mountains and rivers, including studying the River Cole which runs at the back of our school site, this provides opportunities for in-depth fieldwork within our locality.

Upper Key Stage 2

In Year 5, children study the seasonal project Sow, Grow and Farm, which explores farming, agriculture and rural land use. This unit links with our curriculum thread of 'sustainability' allowing the children to explore the impact of food miles.

In Year 6, children study the polar regions in the project Frozen Kingdoms. The project includes an in-depth analysis of the characteristics of these regions, including environmental issues building on the work of Year 5.

Whole School Local Area study

At the start of each academic year every child at Greet takes part in a local area geography unit called 'Here We Are'. During this unit the children study physical and human geography. In Year 1 children study maps, cardinal compass points, and positional and directional language. They are introduced to the countries, capital cities and settlements of the United Kingdom. The children carry out simple fieldwork to find out about local physical and human features. In Year 2 children study atlases, maps and cardinal compass points. They learn about the characteristics of the four countries of the United Kingdom.

In Year 3 the project teaches children about compass points and four and six-figure grid references. They learn about the tropics and the countries, climates and culture of North and South America. Children identify physical features in the United Kingdom and learn about the National Rail and canal networks. They conduct an enquiry to prove a hypothesis, gathering data from maps and surveys before drawing conclusions. In Year 4 children learn about compass points and four and six-figure grid references. They learn about the tropics and the countries, climates and culture of North and South America. Children identify physical features in the United Kingdom and learn about the National Rail and canal networks. They conduct an enquiry to prove a hypothesis, gathering data from maps and surveys before drawing conclusions. In Year 5 children learn about locating map features using a



range of methods. They learn about the Prime Meridian, Greenwich Mean Time (GMT), and worldwide time zones and study interconnected climate zones, vegetation belts and biomes. In Year 6 the project revises the features of Earth, time zones and lines of latitude and longitude to pinpoint places on a map. Children find out more about map scales, grid references, contour lines and map symbols. They learn about climate change, analyse data and carry out fieldwork to find out about local road safety.

Entitlements

Through the geography curriculum every child will:

- experience one geography trip across a phase, for example visiting the beach in Year 2 as part of their Coastline unit.
- experience one geography fieldwork experience in our locality each year.
- have an hour of discrete humanities teaching each week.
- be provided with ambitious knowledge organisers with core knowledge and vocabulary.
- be offered a range of home learning projects linked to geography.

Assessment

We assess children's learning of geography in the following ways:

- through retrieval practise at the start of each lesson.
- end of unit quizzing.
- an exhibition piece will be produced to answer 'the big question' for the unit and will be included in each child's exhibition portfolio.
- Cornerstones assessment criteria.

