

Geography

Curriculum Intent

We aim to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives. We want children to enjoy learning about geography and develop their 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.

Our Geography curriculum builds on children's prior learning and develops their knowledge of the world around them so that they know more, remember more, and understand more.

Learning about Geography enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social, and cultural development.

Implementation

As a school within Bishop Hogarth Catholic Education Trust, we teach a scheme of work designed by a transition team of our primary school staff working with subject specialists from our secondary schools. This means our curriculum has been designed to ensure clear progression, in the acquisition of knowledge and for key skills, building on pupil's prior learning. We teach termly, discreet topics for all pupils from Year 1 to Year 6. The curriculum units of work have clearly identified minimum knowledge 'end points,' and have been sequenced to ensure that pupils know more and remember more as they move through primary school and transfer into KS3.

Our curriculum covers the National Curriculum and is underpinned by the building blocks of Geography (Threshold Concepts) which are emphasised and reinforced in the geography curriculum across our Trust schools from KS1 to KS5.

1. Location and Place Knowledge
2. Geographical techniques and terms.
3. Physical features and processes.
4. Human interaction with the environment.

Each unit of work has a clear rationale, key topic vocabulary, builds on pupil's prior learning and defines the minimum knowledge and skills (end points) that pupils will learn. Assessment strands in topics give pupils the opportunity to demonstrate their learning and the knowledge companions that we call 'Learn it! Link It!' help pupils to remember the key elements of the topic. This helps pupils organise their learning into relevant areas and make links to other areas and subjects. Conceptual (Golden) threads of Geography such as cause, effect response and the 'Geotrio' of social, economic, and environmental factors, are woven through our curriculum to ensure consistency, add focus and promote purposeful learning.

The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.

Barack Obama

Topics and units lay out **sequential components of learning** which equates to 8-10 hours of teaching.

EYFS

- My school environment
- Making maps
- Discovering fossils
- Where is our food grown?
- Contrasting locations - Willington, Seaham.

Key Stage 1

Topics include:

- The local area: where I live.
- Weather patterns
- A contrasting locality: *Seaham*
- A contrasting locality: *Tanzania*
- A contrasting location: *Australia*
- A contrasting location: *Antarctica*
- *Where are we in the world?*
- *Around the British Isles*
- *Continents of the world*

Key Stage 2

Topics include:

- Angry Earth: Earthquakes
- Angry Earth: Volcanoes
- Biomes: Deserts
- Swimming in Plastic
- Angry Earth: Japanese Tsunami of 2011
- Seaside Rocks/Coastal Erosion
- Migration
- Country study: North America
- Journey of the river
- Biomes: tropical rainforests
- Climate change is real
- Natural Resources/European comparison
- Settlements

Local Context of School

Our Lady & St Thomas Catholic school, Cumberland Terrace, Willington

Village In the North-East of England.

Mining/Railway heritage and close to home of the Railway. Durham Cathedral close by. Main road leads to Durham city. Close to A68 .

River: River Wear flows through Weardale the bottom of Willington and through to Durham and then from Sunderland into the North Sea.

Willington is

Curriculum Sequence

We have chosen to sequence the curriculum over a two-year rolling cycle. Years 3/4/5 will follow a 3 year cycle.

	Year A 2021-22			Year B 2022-23			
	Autumn	Spring	Summer		Autumn	Spring	Summer
Class 1 Year R and Y1	Where I live <i>Willington</i>	Contrasting location <i>Seaham</i>	Contrasting location <i>Tanzania</i>	Class 1 Nursery & Reception	Marvellous me <i>My school environment.</i>	The 3 little pigs <i>Making Maps</i> Dinosaurs <i>Discovering fossils.</i>	Fabulous Farms <i>Where is our food grown?</i> Oh I do Like to be beside the seaside! <i>Contrasting locations</i> <i>Willington/ Seaham</i>
Class 2 Year 2	Where i live <i>Bp Auckland</i>	Magical mapping <i>How do I know where I am?</i>	Weather Patterns	Class 2 Year 1 & 2	Where i live <i>The British Isles</i>	what a wonderful world	Australia
Class 3 Year 3 and 4	Seaside rocks	Angry Earth Volcanoes	North America	Class 3 Year 3 & 4	Angry Earth <i>Earthquakes</i>	Biomes <i>Deserts</i>	Swimming in plastic
Class 4 Year 4 and 5	Seaside rocks	Angry Earth Volcanoes	North America	Class 4 Year 4 & 5	Angry Earth <i>Earthquakes</i>	Biomes <i>Deserts</i>	Swimming in plastic
Class 5 Year 6	Angry earth <i>Japanese Tsunami</i>	Climate Change is real	Migration	Class 5 Year 6	Angry earth <i>Japanese Tsunami</i>	Climate Change is real	Migration
	Year C 2023-24						
	Autumn	Spring	Summer				
Class 3 Year 3 and 4	Journey of a river River Wear	Biomes <i>Rainforests</i>	New Topic				
Class 4 Year 4 & 5	Journey of a river River Wear	Biomes <i>Rainforests</i>	New Topic				

Each topic includes a knowledge retention/recap element so that we build on prior learning. Pupils take a quiz at the end of each topic which draws on their learning.

Impact

When pupils leave our school, pupils will know more, remember more, and understand more about Geography. They will have developed the geographical knowledge and skills to help them explore, navigate, and understand the world around them and their place in it.

The majority of pupils will achieve age related expectations in Geography and clear progress will be evident in their topic work and in topic assessed tasks. Outcomes in Geography books will demonstrate the pupil's acquisition of key knowledge and topic, 'end points'.

They will have the firm foundations in Geography and are well placed to make good progress at Key Stage 3.