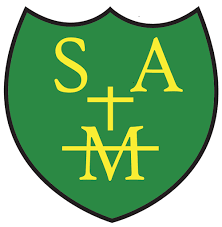
**Geography at St Augustine’s Catholic Primary School**



***“Geography is the subject that holds the key to our future”***

***Michael Palin***

**Curriculum Intent**

Our Geography curriculum is designed 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.

At St Augustine’s we intend for children to:

* **Be enthusiastic Geographers: developing a love for learning, curiosity about the world around them and a love of people and the environment**
* **Develop their interest and understanding of diverse places, people, resources, and their natural and human environments.**
* **Deepen their understanding of the Earth’s key physical and human processes.**
* **Feel prepared and informed, both now and as future learners beyond our school, in geographical issues.**

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 pupil 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.

Topics and units lay out **sequential components of learning** which equates to 8-10 hours of teaching. Our curriculum is reviewed annually as new units developed through our partnership are added.

**Key Stage 1**

**Topics include:**

**• The local area: where I live.**

**• Weather patterns**

**• A contrasting locality: Antarctica**

**• A contrasting locality: Brazil**

**Key Stage 2**

**Topics include:**

**• Angry Earth: Volcanoes**

**• Angry Earth: Earthquakes**

**• Biomes: Tropical Rainforest**

**• Biomes: Deserts**

**• Swimming in Plastic**

**• Seaside Rocks/Coastal Erosion**

**• Journey of the River**

**• Angry Earth: Japanese Tsunami of 2011**

**• Climate Change is Real**

**• Migration**

**• Country study: North America**

**• Natural Resources/European comparison**

**• Settlements**

**Geography in EYFS**

In EYFS, children are exposed to a range of Geographical themes and topics throughout the year, through specific topics, subject links and special events. The Reception Class provision allows for a balance of self- initiated enquiry and adult- initiated activities for whole class, small group and individual. As part of the Understanding The World area of learning, Reception focus on a range of themes which prepare them for later geographical learning in Key Stage One and Two. Children find out about the Local Area, Seasons and events such as Chinese New Year. Both the environment and skilled practitioners foster curiosity and encourage children to be motivated to ask questions, wonder and explore geographical concepts.

**Developing awareness of Locality**

Understanding that Darlington is town in the North-East of England.

River Skerne and River Tees (pumping station). River Skerne joins the River Tees and flows through Teesside and joins the North Sea.

**Curriculum Sequence**

Each topic includes a knowledge retention/recap element so that we build on prior learning.

Pupils take an assessed task in each unit which draws on their learning and vocabulary.

**Impact**

When pupils leave St Augustine’s, they 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 pupil will achieve age related expectations in Geography and clear progress will be evident in their Geography books and in topic assessed tasks. Outcomes in Geography books will demonstrate the pupil’s acquisition of key knowledge and topic, ‘end points’.

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