

St Bede's Catholic Primary School



Geography



Geography at St. Bede's Catholic Primary School

Through our Geography curriculum, we strive to create opportunities for children to explore, appreciate and understand the world in which we live. Through high-quality Geography teaching, we hope to instil in our pupils a life-long, factual knowledge about the world and their place in it, which will equip children for the future, and prepare them for the next phase in their learning. Geography also enables children to develop knowledge and skills that are transferable to other curriculum areas, and which can be used to promote their spiritual, moral, social, and cultural development.

Intent

Our intent when teaching Geography, is to inspire in our pupils a curiosity and fascination about the world around them that will remain with them for the rest of their lives. We want children to enjoy learning about Geography, and develop their appreciation 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. We also want to create a sense of awe and wonder within our pupils, at God's vast creation, and develop their love for the world, recognising human impact and how we can work towards a sustainable future for our planet. 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.

We aim to offer a high-quality Geography education that will:

- give pupils the opportunity to investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes.
- ensure pupils gain an excellent knowledge of where places are and what they are like, both in Britain and the wider world.
- encourage pupils to learn through experience, through field work and practical activities, as well as learning to use geographical language and vocabulary.
- allow children to develop a range of geographical, investigative and problem-solving skills.
- developing the children's ability to apply geographical skills to enable to confidently communicate their findings and geographical understanding to a range of audiences.
- provide children with opportunities to investigate and make enquiries about their local area of Darlington, so that they can develop of real sense of who they are, their heritage and what makes our local area unique and special.
- ensure children are aware of topical geographical issues, the importance of sustainability and human action upon our world.
- help pupils develop a greater understanding of their world and their place and responsibilities within it.

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 pupils' prior learning. We teach termly, discrete 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 pupils' 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.

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

Lesson Design

Geography lessons at St. Bede's will contain these four elements:

Retrieval

Pupils will recap prior knowledge and learnt vocabulary, referring to the 'Learn it Link it' document for each unit of work.

Examples of retrieval activities could include short quizzes, partner talk, paragraph with missing key words etc.

Explanation

Teachers share subject material in a range of ways, for example, through information PPTs, diagrams, photographs and videos, exploration of geographical sources both concrete and online, collaborative discussion etc.

Geographically accurate and appropriate vocabulary is used throughout.

Explanations are linked back to prior learning both within and between topics.

Practice

Suitable varied and purposefully sequenced tasks provide pupils with the opportunity to demonstrate their geographical learning.

Appropriate challenge and support is provided so that all children can demonstrate their geographical understanding.

Opportunities for children to use geographical techniques are built in to both explanation and practice tasks, and support pupils in moving from instruction to independence.

Geographical writing tasks maintain integrity of the subject whilst providing children with a variety of ways to demonstrate their learning.

Review

Responses of all pupils are checked.

Systematic feedback is given.

Local Context of School

- St. Bede's Catholic Primary School, Kingsway, Darlington
- Town in the North-East of England
- Train station with links to Edinburgh to London
- Railway heritage
- Close to A1 motorway

- Two rivers: River Skerne and River Tees (pumping station). River Skerne joins the River Tees and flows through Teesside and joins the North Sea.
- Borders with North Yorkshire and is part of County Durham.

Curriculum Sequence

We have chosen to sequence the curriculum over a two-year rolling cycle.

We will ensure that knowledge and progression for all pupils, including those in mixed-age classes, is planned for, and review and update our sequence on a yearly basis as required - based on these changing groupings.

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 our school, pupil 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 topic work and in topic assessed tasks. Outcomes in Geography books will demonstrate the pupil's acquisition of key knowledge and topic, 'end points.'

Pupils will have firm foundations in their Geography education, and are well-placed to make good progress at Key Stage 3.

Statutory Requirements of the National Curriculum for Geography

Early Years Foundation Stage

Children's geographical study in the Early Years is through the framework area 'Understanding the world' which involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child.

Geography activities are implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.

Years 1 to 6

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - 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 and writing at length.

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.

Pupils should be taught to:

Locational knowledge:

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge:

- 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:

- 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
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork:

- 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
- 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
- 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
- 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.

Key Stage 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.

Pupils should be taught to:

Locational knowledge:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- 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
- 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)

Place knowledge:

- 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

Human and physical geography:

- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

- 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

Geographical skills and fieldwork:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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
- 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.