



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. These skills will promote their spiritual, moral, social and cultural development.

Implementation

As a school within Bishop Hogarth Catholic Education Trust, we are working closely with subject specialists from our secondary schools to design a curriculum specifically for our children. 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. It is underpinned by the building blocks of *Geography* (Threshold Concepts) which are emphasised and reinforced in the *Geography* curriculum from KS1 to KS5.

The *Geography* Threshold Concepts are:

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 and remember their learning and knowledge through the 'Learn it! Link It!' document. This document helps pupils organise their learning into relevant areas and make links to other areas and subjects. Conceptual 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 are divided into **sequential components of learning** which equates to 8-10 hours of teaching.

Key Stage 1

Topics include:

- The local area: where I live
- Weather
- A contrasting locality: *Antarctica*
- A contrasting locality: *Brazil*
- Handa's Surprise: *Africa*
- Planet Earth

Key Stage 2

Topics include:

- My place in the world
- Angry Earth: Volcanoes
- Angry Earth: Earthquakes
- Biomes: Tropical Rainforest
- Biomes: Deserts
- Swimming in Plastic
- Journey of the River
- Angry Earth: Japanese Tsunami of 2011
- Climate Change is Real
- Country study: North America
- Natural Resources
- Settlements

Local Context of School

To address the local context, our scheme includes the study of the local area, from town to the North East of England. We include details of local features in topics such as the Journey of the River Tees and local elements in coastal erosion.

Curriculum Sequence

Year	Autumn	Spring	Summer
1	Where I Live	Weather	Handa's Surprise: Africa
2	Brazil	Antarctica	Planet Earth
3	My Place in the World	Swimming in Plastic	Angry Earth - Volcanoes
4	Angry Earth - Earthquakes	Journey of the River Tees	Biomes Unit - Hot Deserts
5	Biomes Unit - Tropical Rainforests	Climate Change is Real	Settle Down
6	Natural Resources	North America	Angry Earth - Japanese Tsunami of 2011

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.

In EY, children focus, initially, on their local environment. Thinking firstly about home, then Billingham, then the UK. Children focus on: Transport - how can you travel to different places around the world? The Environment - farms, towns, cities, rural areas. Links to London (The Queen) Houses and homes - different houses and homes around the world (internally and externally). The children use their own experiences, images, videos and then maps to enhance their understanding of the world.

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.

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

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