

# Geography at St Margaret's

Our geography curriculum aims to inspire curiosity and compassion about our world. Our children become geographers who gain an understanding about diverse places, people and environments, developing a clear understanding of physical and human processes. Through progressive skills—such as map work, data analysis, and fieldwork—they learn to question, connect, and think critically about the world around them. Geography is everywhere, and our curriculum helps children see and value their place within it.

## Our Curriculum

Our curriculum is built around the National Curriculum strands: Locational Knowledge, Place Knowledge, Human and Physical Geography, and Geographical Skills and Fieldwork, which run through every unit to create a coherent and connected learning journey. We have adopted the Kapow Primary scheme as the basis for our geography curriculum, reflecting our commitment to providing high-quality resources and ensuring a clear progression in geographical knowledge and skills. While Kapow provides a strong structure, we have retained the flexibility to adapt and enhance the scheme to meet the needs of our learners and reflect our local context. This approach ensures our curriculum remains dynamic, relevant, and ambitious and acts as a basis for inspiring geographers who think critically about the world.

## Sequencing: Our journey through geography

### EYFS and 'Understanding the World'

In EYFS, Geography is taught through a play-based and exploratory approach that nurtures children's natural curiosity about the world around them. Learning is embedded within the Early Years Foundation Stage (EYFS) framework, particularly through the area of *Understanding the World*.

Reception starts with the 'Celebrations' unit, which introduces pupils to celebrations around the world and explores the similarities and differences between life in this country and life in other countries. In the Spring Term, pupils will recognise some environments that are different to the one in which they live and gain an understanding that some places are special to members of our community. This is taught through the unit, 'The World Around us'. In the Summer Term, Geography is explored through two units, 'All creatures Great and Small' and 'Journeys'. In these topics, pupils will explore the natural world around them and begin to develop some basic map skills. Pupils will be able to draw information from a simple map and be able to create their own simple map. Throughout the year pupils will observe seasonal changes and weather patterns through outdoor learning and daily routines, as well as discreet lessons teaching the changes that occur during each season.

### Key Stage 1

In Key stage 1, we have sequenced the learning to specifically develop pupils' conceptual understanding of scale and place by first learning about their everyday surroundings, then by looking at a national level and finally by studying global contexts which are likely to be new to them.

#### **Year 1**

Year 1 starts with the 'What is it like here?' unit, which supports pupils to develop an understanding of basic geography by looking at their familiar surroundings and beginning to build an awareness of the United Kingdom. 'What is the weather like in the UK?' extends this locational knowledge and builds upon the children's understanding of weather and seasons from Reception. Concepts such as mapping and directional language are introduced in this unit. With a more secure grasp of location, scale and place, pupils are able to look at a small area in the largest continent in our 'What is it like to live in Shanghai?' unit, building towards children's ability to name and locate the world's seven continents in Year 2. Here, they begin to directly compare contrasting human

and physical features to those in their local area and develop an understanding of how communities and place can be similar or different to one another.

## **Year 2**

Children revisit the concept of place by studying another non-European country in the unit 'Would you prefer to live in a hot or cold place?' They have the opportunity, as advised by the National curriculum, to explore human and physical features in areas of Kenya and, as in Year 1, compare this to their locality. 'Why is our world wonderful?', the second unit in Year 2 gives pupils the chance to look at features in the UK and explore further physical and human features in the wider world. The third unit builds on geographical skills learnt in Key stage 1 so far and gives children the opportunity to apply them in a more specific context away from the school grounds, using higher level geographical vocabulary.

## **Key stage 2**

The National curriculum states that pupils should 'develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge', and so our units across Key stage 2 are sequenced to allow pupils to build on their understanding of geographical concepts, themes, such as settlement, trade, climate change and natural resources, and fieldwork skills. As guided by the National curriculum, we have also structured our units to reflect a regional approach, for example, the Amazonian region, a volcanic region in Southern Italy, the Alps, the Great Barrier Reef and a desert region. Case studies have been chosen not only to reflect the National curriculum guidance but also to ensure children have experience learning about a location in each continent by the end of primary school.

## **Year 3**

Year 3 starts with 'Why do people live near volcanoes?' for deeper insight into physical processes than in Key Stage 1. 'Who lives in Antarctica?' expands on Year 2's hot and cold places and how location affects people differently. 'Are all settlements the same?' lays the groundwork for understanding settlements and natural resources, which Year 4 will expand on. New Delhi was chosen as a case study for this unit so children studied an area in Asia in Key stage 2, ensuring all continents are covered before children leave primary school.

## **Year 4**

Year 4 starts with 'Why are rainforests important to us?' where children are introduced to biomes. The Amazonian region is used as a case study featuring a direct comparison between how the local woodland is used similarly or differently to the Amazon rainforest. This is built upon in the unit 'Where does our food come from?' and ties together how climate and vegetation impact communities and trade. The third unit, 'What are rivers and how are they used?' builds on these concepts further and gives children an opportunity to bring learning back to their locality during the fieldwork opportunity. The second and third unit in Year 4 build upon the concepts of settlements existing around natural resources and physical processes such as weather and climate.

## **Year 5**

'What is life like in the Alps?' begins Year 5 with a case study combining the interdependence of both the human and physical environment, additionally building exposure to colder environments as introduced in Key stage 1 and in Year 3. 'Why do oceans matter?' develops the understanding children have gained around climate change during Year 4. Exploration of a different type of biome and how humans utilise this environment is explored in the unit 'Would you like to live in a desert?' Here, the Mojave Desert, North America, is used as a case study and is directly compared to the children's local area towards the end of the unit.

## **Year 6**

We have placed the local geography unit 'Can I carry out an independent fieldwork enquiry?' as the last unit in Year 6, as children are given the opportunity to bring all their knowledge and skills together to independently showcase how they can think like a geographer. Units in Year 6 expose children to more complex issues of population, energy production and consumption and encourage them to consider data through an analytical lens. Midland, Texas is used as a case study in North America to directly compare energy usage and human features to those found in Port of Blyth, England. These units build upon components learnt throughout Key stage 2 such as settlement, economic opportunity, weather and physical processes

### Termly Overview

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b>	What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?
<b>Year 2</b>	Would you prefer to live in a hot or cold place?	Why is our world wonderful?	What is it like to live by the coast?
<b>Year 3</b>	Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?
<b>Year 4</b>	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?
<b>Year 5</b>	What is life like in the Alps?	Why do oceans matter?	Would you like to live in the desert?
<b>Year 6</b>	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?

### Monitoring and Assessment

Assessment is vital to ensure the curriculum continues to be ambitious by checking children's understanding and to facilitate adaptations in teaching to ensure all children make progress. For each unit pupils are assessed to have met the expected targets in regards to knowledge or not met them and to have either met or not met them in regards to skills by the end of the year.

Monitoring is carried out regularly and can be seen in many different forms. We carry out pupil voice at least twice a year alongside analysis of children's work which includes various evidence sources.