



St. John's CE Primary School
Wetley Rocks

Geography
Intent, Implementation, Impact.

“Shine like the star you are.”

“You are the light of the world. A town built on a hill cannot be hidden.

¹⁵ Neither do people light a lamp and put it under a bowl, instead they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.”

Matthew 5:14-16

Our Values

Strength: have the strength to stand up for what is right. Be a courageous advocate.

Hope: to be people of hope. Have hope when times are dark and difficult. Keep positive and be resilient – there is light at the end of the tunnel.

Individuality: embrace and celebrate our differences. God made us all unique and this is a very special thing.

Nuture: cherish, care for, encourage and protect everything in God’s world - including yourself.

Excel: fulfil your God given potential; be the best you can be. Shine like the star you are.

Geography Intent:

At St John's, we believe that it is important to foster curiosity about the world and its people through a high-quality geography education that will remain with them for the rest of their lives. Geographical knowledge, understanding and skills will provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. We aim to equip pupils with knowledge about diverse places, people resources and natural and human environments. As pupil's progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes and the formation and use of landscapes and environments. Geography is, by nature, an investigative subject and we seek to inspire our children to 'think like a geographer' by asking questions and encouraging a critical understanding of big ideas such as sustainability. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping; and communicating information in a variety of ways.

The Geography Curriculum and St John's Values:

Strength: To better understand the wider world around them and to possess the knowledge and skills necessary to better understand our rapidly changing world and face the ever growing challenges that we face in our societies both locally and globally. To demonstrate an understanding of the complexity of our world, appreciating the diversity of cultures that exists across continents and in using that knowledge to help bridge divides and bring people together.

Hope: To have resilience not just within Geography lessons but all timetabled lessons. To persevere to complete a task and to try all options to complete the work set. By providing the children with a high-quality Geography education, they will be able to apply their skills in a variety of subjects such as science. The children will demonstrate resilience by continually practicing their skills and applying them in different areas of the curriculum. We want children to be aware of how geography matters in the world and how they can bring about positive change to our planet.

Individuality: To demonstrate their own individual flair within the projects we set. The children can communicate their ideas and understanding using, where appropriate, different applications that are available in school. Their depth of understanding may also be demonstrated by the level of information they provide, the complexity of the task they complete or their ability to understand and develop the understanding of their peers. They show tolerance and respect for cultural differences and have an understanding of their place within the world and how they can impact upon this.

Nurture: Through Geography we can ensure children are equipped with the skills needed to be critical thinkers, foster their natural curiosity and respect for the living world. We want to develop children who know how to protect everyone and everything in God's world.

Excel: At St John's Primary School, our Geography curriculum is ambitious and engaging and provides the opportunity for all children, including disadvantaged pupils and those with SEND, to acquire the knowledge and skills to succeed.

Implementation

Our Geography curriculum has been carefully designed to build both knowledge and skills progressively. Key concepts are revisited so that children can develop a deeper understanding as they journey through the school. Meaningful links have been made vertically, horizontally and diagonally to build a 3D curriculum which allows children to make connections with other subjects across and within year groups and encourages retrieval. Each year group focuses on three overarching themes or narratives throughout the year, which builds over a sequence of lessons. These provide opportunities for rich discussion through

storytelling, photographs, videos and maps through the use of high-quality resources. Our geography curriculum is also supported through learning opportunities outside of the classroom, including day visits and residential. In addition, we promote these subjects through special days and visitors.

Early Years Foundation Stage

Within our EYFS curriculum, children are provided with opportunities to develop a range of skills, values and attributes which are highly transferable including problem solving, observation, collaboration, open mindedness, courage, resilience, curiosity and integrity. Geography in the Foundation Stage comes under the heading of Understanding the World; however, this is not taught in isolation and pupils are guided to make sense of their physical world and community through a range of personal experiences and links to other areas of learning. In the Foundation Stage we provide opportunities for children to:

- Observe, find out about, and identify features in the place they live and the natural world
- Find out about their environment, and talk about those features they like and dislike
- Describe their own and others' environments
- Ask and answer 'how' and 'why' questions in response to stories, events and experiences
- Recognise similarities and differences between the world around them and contrasting environments.

KS1 and KS2

Here at St John's, we school subscribes to Oddizzi – an online subscription based, high-quality geography resource for primary schools.

During Key Stage 1 pupils will investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs. During Key Stage 1 pupils should develop knowledge about the world, the United Kingdom and their local area. 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.

Children will develop their locational knowledge; they will learn to name and locate the world's seven continents and five oceans. In addition, they will learn to name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

They will also develop a greater understanding of place by comparing the 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. The specific geographical locations selected for these comparisons will be selected to link to other areas of the curriculum to allow for cross-curricular work and development.

In addition to developing children's locational and place knowledge, they will have the opportunity to learn about human and physical geography. During this study, they will 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. They will also begin to use geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and key human features (city, town, village, factory, farm, house, office, port, harbour and shops.)

Children will develop geographical skills and fieldwork skills, through these three areas of study, where they learn to use world maps, atlases and globes; simple compass directions; aerial photographs and plan perspectives to recognise landmarks and basic human and physical features and to use simple fieldwork and observational skills to study the geography of their local area.

During Key Stage 2 Pupils extend and develop their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America; studying the location and characteristics of a range of the world's most significant human and physical features. They continue to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

They extend their locational knowledge when they learn to locate and name European countries as well as North and South America countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. In addition to this, they extend their locational knowledge to be able to name and locate counties and cities of the United Kingdom, describing key geographical regions, human and physical characteristics, key topographical features and land-use patterns. This is further extended to identify the position and significance of latitude, longitude, the Equator, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle and the Greenwich Meridian and time zones.

They will build on their understanding of place by comparing the geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom, a region of a European country and a region within North or South America.

As in Key Stage 1, the specific geographical locations selected for these comparisons will be 6 selected to link to other areas of the curriculum to allow for cross-curricular work and development.

In Key stage 2 human and physical geography knowledge is extended to allow children to develop an understanding of aspects of physical geography (investigating climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle) and human geography (learning about types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water.)

Children will continue to develop geographical skills and fieldwork skills, through these three areas of study, where they learn to use maps, atlases and globes and digital/computer mapping; eight-point compass directions; four and six-figure grid references, symbols and keys and the Ordnance Survey maps. They will also 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.

Impact

Termly assessment will show that most children at St John's are achieving in geography at age-related expectations. The work across the curriculum will show that skills taught in geography will be transferred into other subjects showing a consolidation of knowledge and ability to showcase geography objectives. Most importantly, we hope that as children move on from St John's to further their education and learning, that they have the knowledge and skills necessary to better understand our rapidly changing world and face the ever growing challenges that we face in our societies both locally and globally.

“Shine like the star you are.”