



# ST MARY'S CATHOLIC PRIMARY SCHOOL

## Geography Curriculum Statement



### INTENT

At St Mary's Catholic Primary School, we encourage our pupils to think and respond as worldwide citizens, global explorers, and eco warriors. At St Mary's, we believe that the study of geography provides a context which helps children to develop knowledge and understanding of people, places, and environments around the world. Geography also helps pupils to make sense of the world around them. Most teaching staff have completed the British Council's 'Global Teacher's Award' which helps to develop teachers' confidence and skills in incorporating global learning into the curriculum and promoting active global citizenship in the school.

Children are encouraged to take care of the natural environment through the whole school ethos, influenced by our Gospel values and the principles outlined in Pope Francis' encyclical 'Laudato Si'. This is achieved through fieldwork and practical opportunities to use geography, such as through the Green Flag Eco Award, Fair Trade Award. A programme of recycling is also embedded at St Mary's and children are encouraged to take care of their local environments. Through regular use of indoor and outdoor learning environments at St Mary's, children's independence and resilience are fostered and they are encouraged to develop a positive attitude towards geography.

St Mary's follows the National Curriculum Programme of Study, which 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.

## **IMPLEMENTATION**

St Mary's Catholic Primary School is situated in Dartmoor National Park and benefits from a wealth of outdoor learning spaces, which are used to support delivery of the geography curriculum where appropriate. We make use of IT, links with schools overseas and local visitors, to explore different countries and lifestyles.

As set out by the National Curriculum, we encourage children to develop the following knowledge, skills and understanding:

KS1: 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.

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 o key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather o 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.

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.

Each new unit of work is detailed through a 'learning journey' so that children understand how the new knowledge builds on prior learning and what will be explored in the current theme.

Subject specific geography knowledge and skills are taught as detailed in the National Curriculum and makes use of the 'Connecting Geography' Scheme of Work. In Key Stage 1, the children will develop their knowledge about the world, the UK, and their locality.

St Mary's implements geography teaching as part of a thematic, topic-based curriculum where appropriate, ensuring that the distinctive nature of geography is maintained as a separate discipline.

Teachers assess geography ...

## **IMPACT**

The study of geography helps children to understand and appreciate their local area and its place within the wider geographical context. Children are also encouraged to see the relationship between physical and human processes. Each unit introduces key themes from the global Sustainable Development Goals where appropriate, that enrich teaching and learning and helps to generate discussions around how human actions can impact on global landscapes and environments. As a result of this, pupils will develop critical thinking skills, which will help them to develop a comprehensive understanding of their role as a global citizen.

### **GEOGRAPHY IN THE EARLY YEARS**

In the EYFS Geography is encompassed by 'understanding of the world' and incorporates children's understanding of 'People and Communities' and 'Understanding the World'.

Through PSHE and RE, pupils at St Mary's learn about different cultures, beliefs, and routines. Children explore what makes them unique as an individual as well as discussing similarities and differences of their homes and families and their environments.

Through regular use of our woodland and orchard areas, children explore the different features of their natural world and investigate how things change over time.

