



Geography

Curriculum Rationale

At Our Lady of Lourdes RC Primary, we are all geographers! We want our pupils to think and act like geographers. We want them to have no limits to what their ambitions are and grow up wanting to be meteorologist, geologists, conservationist or environmentalist! We want them to embody our Catholic core values. We all embrace the school motto of:

“I can do great things with God’s love” – this is both spiritually and academically.

The geography curriculum has been carefully designed so that our pupils develop their geographical knowledge and understanding. We want all our pupils to remember their learning in geography in our school, to cherish these experiences and embrace the opportunities they are presented with – to know that they have the power to save our planet.

Curriculum Intent

Our Geography curriculum is designed to develop and inspire our pupil’s curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Our teaching should equip pupils with knowledge about their local area – so they get a sense of what make our area unique and special. Our teaching will allow opportunities to investigate the wider world around us as we look at diverse places, people, resources and the natural and human environments. Children investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth’s key physical and human processes. We are committed to providing children with opportunities to investigate and make enquiries about their local area of Farnworth, so that they can develop a sense of who they are, their heritage be that local or further afield. We also developing the children’s ability to apply geographical skills to enable to confidently communicate their findings and geographical understanding to a range of audiences.

Through high quality teaching, we develop the following essential characteristics of geographers:

- An excellent knowledge of where places are and what they are like, both in Britain and the wider world;
- A comprehensive understanding of the ways in which places are interdependent and interconnected;
- An extensive base of geographical knowledge and vocabulary;
- Fluency in complex, geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques;
- The ability to reach clear conclusions and explain their findings;
- Excellent fieldwork skills as well as other geographical aptitudes and techniques;
- The ability to express well-balanced opinions, rooted in very good knowledge an understanding about current issues in society and the environment;
- A genuine interest in the subject and a real sense of curiosity about the world and the people who live here.

Geography Implementation

As part of our planning process, teachers need to plan the following:

- A cycle of lessons for each subject, which carefully plans for progression and depth concentrating on the geographical skills suited to the age group;
- Challenge questions for pupils to apply their learning in a philosophical/open manner;
- Learning outside the classroom to enhance the learning experience;
- Appropriate curriculum themed home learning tasks which children complete with adults at home;

Geography Impact

We use both formative and summative assessment information in geography. Assessment informs learning to ensure that all pupils including disadvantage and those with SEND achieve highly and acquire the knowledge, skills and concepts they need to succeed in life. Staff use assessment information to inform their short-term planning and address misconceptions. This helps us provide the best possible support for all of our pupils. The end points for each phase have been carefully mapped out and further broken down. This means that the essential knowledge, skills and concepts in geography are progressive and build year on year.

Our well-constructed curriculum in geography leads to pupils' successful learning. This is evidenced in the outcomes within class books and practical work produced. Pupils are well prepared for the next steps and stages of their learning due to the progressive and well sequenced curriculum. As a result, pupils make excellent progress they know more and remember more as they move through the geography curriculum at Our Lady of Lourdes RC Primary.

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people, that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

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

- develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics
- 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 and writing at length.

Subject content

Early Years Foundation Stage

Understanding of the World 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.

Understanding of the World includes the following areas:

Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

When teaching Understanding of the World in EYFS, enabling environments should be well planned and paramount to the lesson.

Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. There should be elements of:

- **playing and exploring** - children investigate and experience things, and ‘have a go’

- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

	Being a Geographer	Human Geography	Physical Geography
EYFS Autumn Days Christmas around the World Polar Regions Winter / Spring Weather My World – China / Africa / My Local Area Plastic pollution	Describes their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Creates simple maps and enjoys looking at maps / globes.	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what they have read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.	Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what they have read in class. Understanding some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Key Vocabulary	Winter, Spring, Summer, Autumn, Hot, Cold, Polar, Arctic, Rainforest, Ocean, Sea, Pollution, Plastic, Habitats, Weather, Snow, Rain, Ice, Sun, Map, Globe, Atlas		

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:

Location 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 (e.g. 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.

	Being a Geographer	Human Geography	Physical Geography
Year 1 Wonderful Weather Mapping Our School Our Country	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 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 world maps, atlases and globes to identify the United Kingdom and its countries. (Where is our school in relation to other places) 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 basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	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, sea, soil, season and weather
Key Vocabulary	compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical, city, town, village, factory, farm, house, office, port, harbour and shop.		

	Being a Geographer	Human Geography	Physical Geography
Year 2 Magical Mapping Sensational Safari Besides the Sea	Name and locate the world's seven continents and five oceans 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 world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. 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.	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. Use basic geographical vocabulary in reference to mapping: key human features, including: city, town, village, factory, house, office and shop.	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. Use basic geographical vocabulary to refer to: key physical features, including: mountain, ocean, river, soil, valley, vegetation.
Key Vocabulary	compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical, city, town, village, factory, farm, house, office, port, harbour and shop.		

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 tools and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Location 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 and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

	Being a Geographer	Human Geography	Physical Geography
Year 3 Countries and Continents Water Volcanoes and Earthquakes	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (e.g. deserts, mountains, volcanoes, tectonic hotspots). 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 (Local Geography).	Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity (Jobs).	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of: physical geography, including: climate zones.
Key Vocabulary	mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.		

	Being a Geographer	Human Geography	Physical Geography
Year 4 India compared to the UK Rivers – The Nile All around the world mapping	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four 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 and digital technologies.	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. 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 E.g. how settlements developed around rivers.	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere. Describe and understand key aspects of: physical geography, including: climate zones.
Key Vocabulary	climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.		

	Being a Geographer	Human Geography	Physical Geography
Year 5 Mountains Central and South America - sustainability Rainforests	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. 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 digital technologies.	Understand geographical similarities and differences through the study of human and physical geography of a region of Central America and a region in South America. Describe and understand key aspects of: 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. Include looking at impact of tourism.	Name and locate 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 the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.
Key Vocabulary	use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative.		

	Being a Geographer	Human Geography	Physical Geography
Year 6 The Grand Canyon Mapping Local Field Study	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, plans and graphs, and digital technologies. Demonstrate knowledge and understanding of key geographical vocabulary: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.	Describe and understand key aspects of: human geography, including: distribution of water.	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 Prime/Greenwich Meridian and time zones (including day and night). Compare and contrast Eastern Europe (e.g. Russia), South America and the UK.
Key Vocabulary	use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, tourism, positive, negative, economic, social, environmental.		

Teaching Methods

A variety of methods are to be employed in the teaching of Geography, which will afford pupils access to a range of resources and ensure that they are encouraged to develop their potential to the full. Teachers are expected to utilise many differing techniques and approaches to ensure that the Geography Curriculum is constantly made interesting, interactive and alive.

These may include:

- Knowledge given by the teacher
- Use of the local environments for fieldwork.
- Creative activities - building models, showing routes.
- Individual and group enquiry, especially where resources are limited.
- Use of video and films.
- Visits to places of relevance to the topic, e.g. farm, local walk etc.
- Use of ICT. – simulations, digital maps and searches on the internet.
- Use of relevant books, pamphlets, leaflets, maps, postcards, atlases etc.
- Role play and drama to create empathy.
- Photographs and satellite images (including Google Earth).
- Subscription to the Geographical Association and their resources.

Fieldwork

We aim to base learning on first-hand experience and teachers are encouraged to focus attention on the opportunities available in the local area. This will necessitate the exploration of the world beyond the classroom. All teachers are encouraged to organise visits that will enable pupils to extend their knowledge of the world around them e.g. the farm and local walkways and woods. In EYFS, children should be given the opportunity to explore the world, through outdoor learning and enquiry.

Adaptation

It is recognised that all pupils must be given opportunities to show what they know and can do. Recognising the different abilities within a class means that teachers must plan at a class, group and individual level.

This involves:

- Using a range of teaching styles which match the experience of all pupils within the class and begin to cater for different abilities

Various strategies are employed to allow pupils to achieve:

1. Common tasks, which will expect different outcomes.
2. Stepped tasks, with a common starting point but which aim to extend More Able & Talented pupils.
3. Grouping, in which pupils work on a task designed for that group.
4. Different resources, same task, which modifies the amount of information given to some pupils.

5. Independent learning - finding answers from a range of resources.
6. Challenges to stretch the thinking of those who have achieved the lesson objective.

Assessment and Recording

Teachers allow for assessment to be made during the course of a Geography lesson using discussion, question and answer techniques and in encouraging pupils to communicate findings to others. This will be recorded in lesson evaluations. At the end of each unit of work in EYFS, Key Stage 1 and 2, teachers will record achievement of pupils using our school assessment procedures for Geography. This will identify the expectations for each unit and pupils who achieve at a level above or below these expectations will be identified. This will provide formative assessment and inform future planning needs.

Geography Curriculum Overview 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Autumn	Life in the night compared to the day	Winter Chinese New Year	Spring Ireland	London Earth Day	God's Wonderful World
Reception	Autumn Days	Christmas around the world Polar regions	Winter weather My World - China	Spring Weather Where do I live?	Under the sea My World - Africa	Plastic pollution Homes around the world
Year 1		Wonderful Weather		Mapping our School		Our country
Year 2		Magical mapping		Sensational safari		Besides the sea
Year 3	Countries and Continents		Water		Volcanoes and Earthquakes	
Year 4	Rivers – The Nile		All around the World – Mapping		India compared to the UK	
Year 5		Mountains		Central and South America - sustainability	Rainforests	
Year 6	Mapping		The Grand Canyon		Local Field Study	