



## St. Mary's Catholic Primary School

***At St. Mary's we live and learn, sharing God's love.***

### MISSION STATEMENT

*'As a Catholic school community, we strive to live as a Christian family showing our love for God in the way we treat each other with dignity and respect and by promoting the development of each child as a unique individual.'*

### Introduction

At St Mary's we will provide a high-quality geography education that will inspire our pupils' fascination with the world and its' people. Geography is an essential part of the curriculum. It provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Through geography pupils will deepen their understanding of the Earth's physical and human processes and the interaction between them. As pupils progress, they will study the Earth's natural environments and the formation of landscapes through physical and human processes. Geography contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions and learn tolerance and understanding of other people and environments.

### Aims of the Subject

- To locate globally significant places both terrestrial and marine.
- To increase children's knowledge of other cultures and, in so doing, teach respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- To understand how physical and human processes have shaped the Earth and how these have changed throughout time.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- To communicate geographical information in a variety of ways, including through maps, numerical, quantitative skills and writing at length.



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- To foster enjoyment of geography.
- To fulfil the requirements of the of the National Curriculum Document
- That all children have an equal opportunity to learn and acquire skills in geography.

### Geography Scheme of Work

#### Early Years Foundation Stage

The key intention of the Early Years Foundation Stage Curriculum is to develop in children a keen interest in and desire to learn about the world in which they live. In Knowledge and Understanding of the World key concepts to be promoted include:

- Asking questions about aspects of their familiar world such as the place where they live or the natural world.
- Talking about the features of their own immediate environment and how environments might vary from one another.
- Knowing about similarities and differences in relation to places.
- Using appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations.
- Finding out about the environment by talking to people, examining photographs and simple maps and visiting local places.
- Expressing opinions on natural and built environments and give opportunities for them to hear different points of view using words such as 'busy', 'quiet' and 'pollution'.

#### Key Stage 1 (Y1 and Y2)

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:

#### *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



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### *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 [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.



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### Key Stage 2 (Y3, Y4, Y5, Y6)

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.

Pupils should be taught to:

#### *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



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- 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.

### **Geography 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.

### **Planning**

Long term planning is identified from the National Curriculum 2014 (see scheme of work). This is undertaken in the context of the school's overall curriculum plan. It reflects the needs of all children. All teaching staff agree which parts of the programme of study are drawn together and, together with the Lancashire Planning Scheme, make coherent, manageable teaching units which match the age and levels of attainment of the children. Geography is integrated into topic based planning with the Geography co-ordinator checking long term and medium term plans to ensure coverage of the Geography Curriculum. Long term plans show how the teaching units are distributed across Key Stages 1 and 2 in a sequence which promotes both curriculum continuity and progress in children's learning. Medium term and short term planning is taken from Lancashire planning units, or created to meet the identified skills suited to each topic. Termly plans identify learning objectives and outcomes for each Geography unit and suggest activities and resources which will enable these to be achieved.

### **Assessment**

Learning outcomes in each unit show how pupils can demonstrate what they have learnt within each unit. The children's work serves as a record, and evidence, of their understanding of the taught objectives. Teacher's comments at the end of pieces of work serve as recognition of achievement, and include 'next steps' for pupils to work upon where appropriate. Summative assessments will be made at the end of a unit to assess



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pupil's progress and attainment against the unit's key learning to assess whether each pupil is working below, at or above age related expectations.

### Monitoring

Geography will be monitored by the Senior Leadership Team and Geography Co-ordinator on a regular basis. Monitoring will include learning walks, book looks, planning scrutinies, lesson observations and pupil interviews. The Geography Co-ordinator will also meet regularly with the subject's link governor. Children's progress and attainment within Geography is monitored by co-ordinators who look at the assessment grids completed by teachers at the end of each unit. The grids show the number of children working below, at and above age related expectations.

### Outcomes

By the end of each key stage, pupils are expected to know, apply and understand the matters and skills specified in the relevant program of study. The exciting curriculum that we provide will help children to understand who they are and where they live. It will help them learn about their community, the nation and the world as well as develop good understanding of different cultures and traditions. They will learn about issues facing the world and the importance of caring for their environment. Pupils will be able to ask geographical questions, carry out their own enquiries and collect and analyse their own findings.

Reviewed: January 2019

Next review date: January 2020