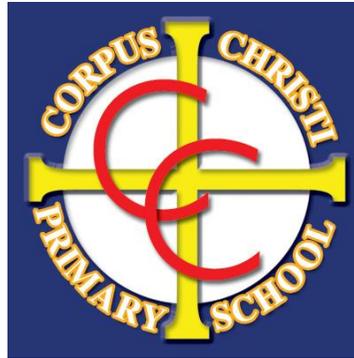


# Corpus Christi Catholic Primary School



## GEOGRAPHY HANDBOOK

**GEOGRAPHY CURRICULUM: INTENT:** All of our children will have consistent access to a broad, balanced and high quality geography curriculum which will:

- Inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives
- 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
- Deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments
- Allow pupils to confidence and practical experiences of geographical knowledge, understanding and skills that explain how the Earth's features at different scales are shaped, interconnected and change over time

## GEOGRAPHY Together we DREAM, together we learn

### AIMS

The national curriculum for geography 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.

At Corpus Christi, our mission statement and the teaching of Jesus is at the centre of all we do.

We intend to show this through our geography curriculum:

Give opportunities to **DISCOVER** new facts, skills, information and experiences, through geographical enquiry.

Teach children to **RESPECT** each other, human and physical geography and those geographical resources used to enhance learning across the school.

Provide experiences to **ENTHUSE** and excite and develop geographical knowledge and understanding.

Encourage high **ASPIRATIONS** in both school and beyond, and applying those aspirations in their geographical work.

Show ways our children can **MAKE A DIFFERENCE** to themselves, each other and outside, in big and small ways, and use their understanding in geography to aid their ideas.

**STRATEGIES:** In order to achieve our aims our school provides:

**On site facilities:**

- Outdoor learning environments
- Globes, maps, atlases and computer programmes to aid learning
- Allotment boxes
- Woodland Area

**Off site facilities:**

- St Helens
- Rainford Village

**Equipment/Resources**

The school maintains a range of resources for geography – globes, maps, atlases, iPads/computers, photographs, diagrams and clipboards and pens for completing fieldwork.

**Curriculum Provision**

Reception: Continuous provision – Understanding the World

Y1– Y6: 60 minute geography lesson per week (alternates with history termly)

Children follow the school's scheme of work and are continuously assessed against clear learning objectives.

**Extra-Curricular Provision**

The school provides pupils with the opportunity to be part of the Eco-Council and gardening club; both of which are designed to allow pupils to make a positive contribution to our school environment and the community whilst enhancing their geographical knowledge.

**Additional examples of our commitment to geography include:**

School trips, talks from visitors, whole school initiatives (Walk to school Week, Big Clean Up, recycling and gardening)

**Continuing Professional Development**

Teachers and support staff are encouraged to develop their skills and knowledge to enhance the teaching of geography in school.

## Reporting

Verbal reports to parents take place twice a year at Parent's Evening.

Written reports are provided annually.

- **All staff are continuously trained so as to ensure that geography is taught to a high standard**
- **This high quality teaching is supported through the appropriate funding, resources, timetables and our whole school environment, which is maintained to a high standard and enhances and promotes our teaching and our children's experiences and learning**
- **Staff plan and deliver daily high quality geography lessons**
- **Staff meet regularly to review the quality of our provision and to refresh, reposition and change as appropriate**
- **Staff meet regularly to track and review the progress of our children and this high quality formative assessment contributes good rates of progress and high levels of attainment**
- **Strong parent partnerships and home/school systems contribute the quality of our provision**

## OUTCOMES

The teaching of all aspects of geography are consistently good with much outstanding practice.

All of our children develop their enjoyment, knowledge, understanding and skills in geography and use these successfully across all areas of the curriculum.

All of our children make good progress from their starting point in geography.

## MONITORING EVALUATION REVIEW

The school implements an annual programme of quality assurance which includes:

- Scrutiny of planning
- assessment and work books
- Lesson Observations
- Learning walks
- Conversations with children
- Consultation with parents

## HOW WE HAVE PLANNED OUR GEPGRAPHY CURRICULUM

The study of geography involves our pupils exploring the relationship and interactions between people and the environments in which they live and upon which they and all life on Earth depends. Many of the pupils who now attend our school will live to see the next century and inhabit a world of 11 billion people. The many opportunities and challenges that will arise during their lifetime will be very much about geography at personal, national and global scales. What we intend pupils to learn in geography reflects this throughout the curriculum. We have established a school curriculum plan for geography (1)\* as an entitlement for all pupils that is:

**Aspirational** in terms of instilling in our pupils a desire to achieve the highest levels of success through providing them with the opportunities to excel in terms of their acquisition of long-lasting knowledge and understanding and mastery of core geographical skills. Such high aspirations are clearly identifiable in the progressive and increasingly challenging objectives of the schemes of work of each enquiry, which define what the pupils will know, understand and be able to do.

**Logical, relevant, broad and balanced** in terms of the areas of subject content we have selected which reflect the guidance of and are commensurate with the demands of the National Curriculum. For example, we have ensured that content includes an even proportion of physical and human investigations such as the effect of rivers on the landscape and the impact of the rise of megacities in the world. Due consideration has been given also to making certain that our geography curriculum maintains relevancy and topicality through including enquiries that engage pupils in studying issues such as climate change, flooding and trade

**Sequenced** to ensure that pupils can build on previous knowledge and understanding as they tackle more complex and demanding enquiries. For example, at Key Stage 1 pupils observe and record the distinctive geographical features of the local area of the school and compare and contrast them with a similarly sized area around a school in Borneo. At Key Stage 2 this knowledge and understanding is both consolidated and extended as pupils investigate the nature of environmental change in their local area and reach judgements as to the cost and

benefits such change brings. Similarly, the understanding gained and concepts explored through an enquiry on the impact of earthquakes at Lower Key Stage 2 are revisited and extended when the pupils study the impact of living on a volcanic island in Iceland at Upper Key Stage 2

**Progressively more challenging** from Years 1 through to 6, both in terms of the complexity of the subject knowledge we want our pupils to acquire and the critical thinking skills we support them to utilise to ensure they understand the significance of that knowledge (3)\*. These anticipated outcomes in knowledge and understanding and skills acquisition are detailed in the objectives of the schemes of work of each enquiry. In terms of the geographical techniques we want our pupils to master as they progress through the school, our curriculum planning has been informed by our identification of the coverage required at Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2 (4)\*. These are integrated into our half termly enquiries to ensure adequate coverage through the curriculum

**Built upon and has continuity** with the provision for geography established in the Early Years Foundation Stage and in particular that which addresses the knowledge and skills expectations of the People, Culture and Communities Early Learning Goal

**Inclusive** in terms of delivering the same curriculum to all of our pupils irrespective of specific learning needs or disabilities and differentiating where necessary through, for example, in class support, providing different learning environments, alternative learning activities and assessment outcomes.

## GEOGRAPHY: CURRICULUM IMPLEMENTATION: PLANNING

Our long term planning ensures coverage of the National Geography Curriculum and is responsive to local influences. In order to widen and deepen pupils' essential knowledge, skills, understanding and behaviours, our children continuously return to key concepts and skills in order to gain a deeper and more insightful understanding.

<b>Geography Long Term Planning</b>						
<b>EYFS</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Understanding the World</b> <b>People Culture and Communities ELG</b>					
	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.					
<b>Nursery</b>	Traditional Tales			Growing		Summer holiday, the beach/ Under the Sea
<b>Reception</b>	Traditional Tales			Growing		Summer holidays, the beach/ Under the Sea
<b>KEY STAGE 1</b>	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.					
<b>YEAR 1</b>	What is the geography of where I live?		How does the weather affect our lives?		Why do we love being beside the sea so much?	
<b>YEAR 2</b>	How does the Geography of Kampoor Ayer compare?		Why don't penguins need to fly?		Why does it matter where my food comes from?	
<b>KEY STAGE 2</b>	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.					
<b>YEAR 3</b>	How and why is my local area changing?		Why do so many people live in megacities?		Why do some earthquakes cause more damage?	
<b>YEAR 4</b>	How can we live more sustainably?		Why are jungles so wet and deserts so dry?		Beyond the Magic Kingdom	
<b>YEAR 5</b>	What is a river?		Why are mountains so important?		Who are Britain's National Parks for?	
<b>YEAR 6</b>	How is climate change affecting our world?		How do volcanoes affect the lives of people?		Why is fair trade fair?	
Aspects of Outdoor Adventure and Problem Solving Activities are delivered across all terms through Residential, Away Day and Curriculum activities						

## GEOGRAPHY CURRICULUM IMPLEMENTATION: PROGRESSION

We have a clear understanding of the progression we aspire for all of our children to make in all areas of geography.

	Links to KS1	Minimum Expectations for Reception			Minimum Expectations for Nursery		
	EYFS Understanding of the World - GEOGRAPHY LINKS	Use basic geographical vocabulary to refer to physical and human features	Can briefly explain the difference between human and physical features SP1 SU2	Can use maps to locate objects in 'real life' A2 SU2	Identifies features on a simple map (trees, house, river, mountain) A2 SU2	Identifies features on a simple map (trees, house, river, mountain) A2 SU2	Knows what a map is used for A2 SP1 SU2
Uses world maps to identify countries. Name and locate the four countries and capital cities of the UK. Compare the UK with a contrasting country.		Can name the 4 countries of the UK and at least 2 other countries SP1	Knows that 4 countries make up the UK and can name at least 1 other country SP1		Knows that there are different countries in the world SP1	Knows that we live in Rainford which is in England SP1	
		Can identify similarities and differences between homes and other countries A2 SU2	Can identify similarities and differences between home and our country SP1	Knows that different countries have different homes A2 SP1	Can explain features of other homes A2 SP1		Knows where they live (house, bungalow, flat) A1 SP1
		Make comparisons between life for children in different countries A2			Explains how life may be different for other children A2	Explains how life may be different for other children A2	Can articulate what daily life is like in our country A2 SP1

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>GEOGRAPHICAL SKILLS – Through repeated application of skills and processes, children will develop their geographical skills.</b>					
Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgements Evaluating Critiquing Empathising Hypothesising	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgements Evaluating Critiquing Empathising Hypothesising
BASIC		APPROPRIATE		SPECIALISED	
<b>INCREASING KNOWLEDGE AND UNDERSTANDING OF SUBJECT CONTENT AND CONCEPTS</b>					

### Leading into Geography at Key Stage 3

Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

Pupils should be taught to:

#### Locational knowledge

- ♣ extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities

#### Place Knowledge

- ♣ understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia

#### Human and physical geography

- ♣ understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:
  - ♣ physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts
  - ♣ human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources
  - ♣ understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.

#### Geographical skills and fieldwork

- ♣ build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field
- ♣ interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- ♣ use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- ♣ use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

### **GEOGRAPHY CURRICULUM IMPLEMENTATION: ASSESSMENT**

We have clear expectations with regards to the significant milestones for our children. These include an expectation that a significant percentage of our children will exceed the end of KS2 expectations in geography.

EYFS	KS1	KS2
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## Early Learning Goal for Understanding of the World

### 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.

### 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:
  - ♣ 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 Geography
- ♣ 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.

### 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 and 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

### 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.

### Children exceeding expectations will also:

- Solve non-routine problems
- Appraise
- Explain concepts
- Hypothesise
- Investigate
- Cite evidence

- Design
- Create
- Prove

Geography Learning Goal

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Early Learning Goal for Understanding of the World People Culture and Communities</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>- 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;</li> <li>- 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.</li> </ul>	<p>By the end of Year 1 our children, working as young geographers, will have demonstrated that they can use effectively the range of simple geographical techniques including fieldwork, enquiry skills and subject vocabulary detailed in our schemes of work to:</p> <ul style="list-style-type: none"> <li>• <b>Identify, observe, describe, record and locate</b> on a simple plan some significant physical and human features and land uses of their school grounds and immediate locality;</li> <li>• <b>Identify and locate</b> the seven continents and five oceans of the world on a world wall map and globe;</li> <li>• <b>Describe</b> some of the physical and human features typically seen at the seaside and <b>suggest reasons</b> why people enjoy visiting the coast for holidays, both in the past and now, and how they might also take care of the natural environment to be found there;</li> <li>• <b>Describe and suggest reasons</b> for ways in which the weather changes through the seasons and how people and living things in the United Kingdom can be affected by these changes;</li> <li>• <b>Identify and locate</b> hot and cold areas of the world and <b>suggest reasons</b> why the weather isn't the same everywhere in the world.</li> <li>• <b>Locate</b> where they live on a map of the four nations and main cities of the United Kingdom and <b>locate</b> the</li> </ul>	<p>By the end of Year 2 our children, working as young geographers, will have demonstrated that they can use effectively the range of simple and basic geographical techniques, enquiry skills and subject vocabulary detailed in our schemes of work to:</p> <ul style="list-style-type: none"> <li>• <b>Describe and compare</b> the natural environments of Antarctica and North Africa and <b>identify, describe and give reasons</b> for some of the different ways in which living things, including humans, are adapted to survive in such places;</li> <li>• <b>Identify and describe</b> the three main types of climate and where each is found in the world;</li> <li>• <b>Recognise and describe</b> how the food they eat is produced on farms, either in the United Kingdom or overseas, why some of their food must be imported and <b>give reasons</b> why it is important to eat a healthy balanced diet;</li> <li>• <b>Recognise and describe</b> how the weather affects what kind of food can be produced by farmers.</li> <li>• <b>Locate</b> the United Kingdom and Brunei on a map of the world together with the equator, the Prime Meridian (Greenwich Meridian) and the North Pole and South Pole;</li> <li>• <b>Compare and contrast</b> the basic physical and human geography, including the weather, of their locality with</li> </ul>	<p>By the end of Year 3 our children, working as young geographers, will have demonstrated that they can use effectively the range of appropriate geographical techniques, enquiry skills and subject vocabulary detailed in our schemes of work to:</p> <ul style="list-style-type: none"> <li>• <b>Identify, describe and explain</b> using information they have <b>observed</b>, recorded and presented graphically and on maps and plans, some of the ways in which places in their local area are changing currently or have changed in the past;</li> <li>• <b>Identify, describe and explain</b> using satellite images and simple GIS some important changes to the environment that they can <b>observe</b> occurring in different parts of the world</li> <li>• <b>Describe</b> in simple terms using labelled diagrams what causes an earthquake and <b>how</b> the magnitude of an earthquake is measured;</li> <li>• <b>Explain</b> in basic terms why some earthquakes cause more destruction than others;</li> <li>• Consider whether the benefits of living in cities outweigh the disadvantages and <b>explain</b> their views.</li> <li>• <b>Recognise</b> and display graphically how the number of people in the world living in cities is increasing and suggest reasons for why this is occurring;</li> <li>• <b>Recognise and give reasons</b> for why most earthquakes and volcanoes tend to occur at the same locations around</li> </ul>	<p>By the end of Year 4 our children, working as young geographers, will have demonstrated that they can use effectively the range of appropriate geographical techniques including fieldwork, enquiry skills and subject vocabulary detailed in our schemes of work to:</p> <ul style="list-style-type: none"> <li>• <b>Identify and describe</b> a number of important physical and human features of Florida other than the <i>Magic Kingdom</i> such as the Everglades and the Kennedy Space Centre;</li> <li>• <b>Locate</b> the <i>Disney Magic Kingdom</i> theme park on a map of the states and main cities of the United States in the continent of North America and <b>explain</b> why it is so popular with visitors from countries around the world;</li> <li>• <b>Recognise, describe and explain</b> different ways in which it is possible to live a more sustainable lifestyle both individually and at home and school;</li> <li>• <b>Explain</b> why sea turtles along the Atlantic coast of Florida are endangered and what the Florida Turtle Conservation Society is doing to protect them;</li> <li>• <b>Explain</b> the difference between weather and climate and <b>identify and describe</b> in general terms using climate graphs, the differences in climate to be seen across the United Kingdom and in polar, temperate and tropical regions of the world;</li> </ul>	<p>By the end of Year 5 our children, working as young geographers, will have demonstrated that they can use effectively the range of appropriate and specialised geographical techniques, enquiry skills and subject vocabulary detailed in our schemes of work to:</p> <ul style="list-style-type: none"> <li>• <b>Identify, describe and explain</b> how the course of a river changes from source to mouth and the importance of rivers as an element in the water cycle and also for wildlife and human activities;</li> <li>• <b>Identify, describe and explain</b> how the River Thames at the Isle of Dogs in London has changed since the time of Henry VIII and <b>reach a judgement</b> as to how these changes have affected the local area;</li> <li>• <b>Identify and locate</b> on a world map the main ranges of fold mountains in the world together with areas of high and low ground on a map of the United Kingdom;</li> <li>• <b>Identify and locate</b> Britain's National Parks on a map of the United Kingdom and <b>explain</b> why they are so important and attract millions of visitors every year;</li> <li>• <b>Explain</b> why reservoirs are often built in mountainous areas of the United Kingdom and <b>reach judgements and justify their views</b> as to how water might be used more sustainably at home and at school;</li> <li>• <b>Reach a judgement</b> about the challenges faced by</li> </ul>	<p>By the end of Year 6 our children, working as young geographers, will have demonstrated that they can use effectively the range of appropriate and specialised geographical techniques including fieldwork, enquiry skills and subject vocabulary detailed in our schemes of work to:</p> <ul style="list-style-type: none"> <li>• <b>Explain</b> what trade is and why it has been important to countries around the world for thousands of years;</li> <li>• <b>Explain</b> why trade may not always be fair and <b>evaluate</b> the potential benefits to the producer and consumer of people around the world becoming <i>Fair Trade</i> farmers;</li> <li>• <b>Explain</b> in basic terms the main causes of global warming;</li> <li>• <b>Explain</b> what countries around the world have agreed to do to combat the causes of climate change and <b>reach a judgement</b> about what they, their families and school might do to contribute.</li> <li>• Summarise the <b>similarities and differences and reach a conclusion</b> about how the physical and human geography of Heimaey in Iceland compares with that of their home area;</li> <li>• <b>Compare and contrast</b> the United Kingdom's main imports from and exports to China and <b>reach a judgement</b> about the relative importance of what we choose to buy and sell as a country;</li> </ul>

	United Kingdom on a map of the countries of Europe; • <b>Observe, record and present graphically</b> the basic elements of the weather at their locality;	that of the village of Kampong Ayer in Brunei, Borneo; • <b>Suggest reasons</b> for some of the main similarities and differences in the geography of their locality and Kampong Ayer that they have <b>observed</b> ;	the world; • <b>Compare and contrast</b> in basic terms the main features of cities in different countries around the world identifying some similarities and differences;	• <b>Explain</b> why the jungles of the Amazon and Congo Basins are so wet and humid and yet Arica in South America is the driest place on Earth. • <b>Compare and contrast</b> how people in different parts of the world are living more sustainably and helping to conserve their environment;	people like farmers living and working in mountainous areas such as the Cambrian mountains of Wales; • <b>Reach and justify a conclusion</b> as to why National Parks are described as 'Britain's breathing spaces'.	• <b>Evaluate</b> the benefits and drawbacks of living on an active volcanic island such as Heimaey and <b>reach a judgement and justify their view</b> as to what people here might best do in the future; • <b>Empathise</b> with the circumstances of people in different parts of the world already impacted by climate change and <b>evaluate</b> the ways in which they are adapting to changes in the weather;
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### GEOGRAPHY CURRICULUM IMPLEMENTATION: SPIRITUAL MORAL SOCIAL AND CULTURAL DEVELOPMENT

Our geography Curriculum contributes to the spiritual, moral, social and cultural development of our children and embeds our School ethos and mission statement of, Together we DREAM, together we learn.

Spiritual Development	Moral Development	Social Development	Cultural Development
<ul style="list-style-type: none"> <li>• Respect for self and others</li> <li>• Increasing ability to reflect</li> <li>• Empathy, Concern &amp; Compassion</li> <li>• Expressive &amp; creative development</li> <li>• Awareness and understanding of their own and others beliefs</li> <li>• Ability to think in terms of the whole</li> <li>• Readiness to challenge all that would constrain the human spirit: poverty of aspiration, lack of self-confidence and belief, indifference, force, aggression, injustice, self-interest, sexism and racism</li> <li>• Courage and persistence in the defence of their aims, values, principles and beliefs</li> <li>• Appreciation of the intangible</li> <li>• Understanding of feelings and emotions and their likely impact</li> <li>• Respect for insight as well as knowledge and reason</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to distinguish right from wrong</li> <li>• Confidence to act consistently in accordance with their own principles</li> <li>• Respect for others' needs, interests and feelings as well as their own</li> <li>• Desire to explore their own and others' views</li> <li>• A commitment to personal values in areas which are considered right by some and wrong by others</li> <li>• Ability to make responsible and reasoned judgements on moral dilemmas</li> <li>• Ability to think through consequences of their own and others' actions</li> <li>• Considerate style of life</li> <li>• Understanding of the need to review and reassess their values, codes and principles in the light of experience</li> </ul>	<ul style="list-style-type: none"> <li>• Works successfully as a member of a group or team</li> <li>• Appreciates the right and responsibilities of individuals within the wider social setting</li> <li>• Takes advice offered by those in authority or counselling roles</li> <li>• Participates in activities relevant to the community</li> <li>• Exercises responsibility</li> <li>• Resolves conflict</li> <li>• Adjusts to a range of social contexts by appropriate and sensitive behaviour</li> <li>• Challenges, when necessary and in appropriate ways, the values of a group or wider community</li> <li>• Understands how societies function and are organised in structures such as the family, the school and local and wider communities</li> <li>• Shares values and opinions with others and works towards consensus</li> <li>• Reflects on their own contribution to society</li> <li>• Relates well to other peoples' social skills and personal qualities</li> <li>• Understands the notion of interdependence in an increasingly complex society</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of the diversity and interdependence of cultures</li> <li>• Ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality</li> <li>• Ability to recognise and understand their own cultural assumptions and values</li> <li>• Understanding of the influences which have shaped their own cultural heritage</li> <li>• Understanding of the dynamic, evolutionary nature of cultures</li> <li>• Sense of personal enrichment through encounter with cultural media and tradition from a range of cultures</li> <li>• Regard for the rights of human achievement in all cultures and societies</li> <li>• Openness to new ideas and a willingness to modify cultural values in the light of experience</li> </ul>

### **GEOGRAPHY CURRICULUM IMPLEMENTATION: HOW WE TEACH IT**

We adopt an enquiry focused approach to learning and teaching in geography which develops our pupils as young geographers (5)\*. Through enquiry our pupils not only build subject knowledge and understanding but become increasingly adept at critical thinking, specialised vocabulary and their grasp of subject concepts. We structure learning in geography through big question led enquiries about relevant geographical topics, places and themes. Our curriculum is therefore 'knowledge rich' rather than content heavy as we recognise that if we attempt to teach geographical topics, places, themes and issues in their entirety we restrict opportunities for pupils to master and apply critical thinking skills and achieve more challenging subject outcomes. We adopt a policy of immersive learning in geography that provides sufficient time and space for our pupils not only to acquire new knowledge and subject vocabulary but also to develop subject concepts and understand the significance of what they have learned. Our learning and teaching in geography is interactive and practical allowing opportunities for pupils to work independently, in pairs and also in groups of various sizes both inside and outside of the classroom. Learning activities are varied including the use of mysteries, maps at different scales, GIS, geographical puzzles, photographs and drama. Similarly, we provide varied and differentiated ways for pupils to record the outcomes of their work including the use of PowerPoint, concept mapping, annotated diagrams, improvised drama and the application of a wide range of writing genres. Only in this way will knowledge become embedded and ensure that our pupils can build on what they already know.

### **GEOGRAPHY CURRICULUM IMPLEMENTATION: EXTRA-CURRICULAR CLUBS**

Being able to offer our children a wide range of diverse extra-curricular activities is very important as it encourages them to become independent, confident and successful members of the community. Some of our clubs relating to geography are run by external providers and take place after school but we also run clubs at lunchtime. Clubs are available for both KS1 and KS2 children.

The list of clubs is ever changing but generally includes:

- Eco-Council
- Gardening Club

### **GEOGRAPHY CURRICULUM IMPLEMENTATION: HEALTH & SAFETY AND SAFEGUARDING**

Risk Assessments are completed for all off site activities.

Appropriate staff supervision ratios are ensured.

Approved venues and transport are used.

### **GEOGRAPHY CURRICULUM IMPLEMENTATION: STAFF DEVELOPMENT**

Key staff undertake ongoing professional development as identified through consistent, embedded monitoring and regular informal professional conversations.

## **GEOGRAPHY CURRICULUM IMPACT**

### **GEOGRAPHY CURRICULUM IMPACT: HOW WE ASSESS**

Each enquiry which forms our programme of learning and teaching in geography sets clear objectives and outcomes for the pupils in terms of knowledge and understanding and skills acquisition. The schemes of work also suggest a range of ways in which the teacher can assess whether a pupil has achieved these outcomes. We ensure that when assessing our pupils' evidence is drawn from a wide range of sources to inform the process including interaction with pupils during discussions and related questioning, day to day observations, practical activities such as model making and role play drama, the gathering, presentation and communication of fieldwork data and writing in different genres. The outcomes of each enquiry serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning accordingly. We do not make summative judgements about individual pieces of pupil work but rather use the outcomes to build an emerging picture of what the pupil knows, understands and can do. At the end of each year we make a summative judgement about the achievement of each pupil against the subject learning goals for geography in that year. At this point we decide upon a 'best fit' judgement as to whether the pupil has achieved and embedded the expected learning goals, exceeded expectations or is still working towards the goals. This decision draws upon the professional knowledge and judgement that teachers possess about the progress of each pupil, developed over the previous three terms which allows an informed and holistic judgement of attainment to be made. Achievement against the learning goals for geography at the end of the year is used as the basis of reporting progress to parents.

### **GEOGRAPHY LESSONS**

All children have consistent access to high quality, safe and broad geography lessons which:

- Benefit health and well being
- Develop their knowledge, skills and experiences of geography
- Build the knowledge, skills, values and confidence necessary for them to make positive, healthy decisions throughout their lives
- Develop their social, moral, spiritual and cultural understanding by linking their understating and learning to their lives.

### **GEOGRAPHY EXTRA CURRICULAR CLUBS**

All children have access to:

- Extra-curricular opportunities such as Eco-Council, Gardening Club and Spanish Club
- Opportunities to socialise with different peer groups
- Opportunities to make a positive contribution to our school and community – walking to school, recycling, litter picking and supporting charities

### **PROFESSIONAL DEVELOPMENT & RESEARCH**

- Continuous Staff development is planned annually
- Staff questionnaires are completed annually to ensure suitable coverage and topic success rate