

## **Geography Curriculum Statement of Intent**

Our Geography curriculum is designed to develop children's curiosity, to provoke questions and teach them the skills to find answers. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. Geography is, by nature, an investigative subject, which develops and understanding of concepts, knowledge and skills. Children investigate a range of places – the local area, nationally and the wider world – to help develop their knowledge and understanding of the Earth's physical and human processes. We provide a range of opportunities for children to investigate the local area so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special. We also develop their skills in understanding and communicating their findings. The curriculum is designed to consolidate and develop knowledge and skills that are transferable, throughout their time at Villiers Primary school and also to their further education and beyond.

## **Implementation**

To ensure high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. The curriculum is mapped out so that children achieve depth in their learning. The subject leader has identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. The topics have been informed by the National Curriculum. A skills progression document shows progression across year groups.

Cross curricular outcomes in Geography are specifically planned for enabling further contextual learning, particularly in History. The local area is also fully utilised to achieve the desired outcomes, with opportunities for learning outside the classroom being embedded in practice with the Global Consent form being introduced. Educational visits are another opportunity for the teachers to plan for additional geography learning outside the classroom, such as, using map reading skills during residential visits. The children have explored the local area including orienteering and conducting studies in our local woodland. As they progress through school, the size of the local area that children study widens with opportunities to develop and apply their fieldwork skills showing clear progression. Enrichment activities take place to enhance children's knowledge and understanding of Geography and capture their interest and enthusiasm. Current events are studied through the curriculum.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World;

people and communities, the world and technology' by the end of the academic year. Staff implement a midterm plan written by the subject leader.

## Coverage

### Villiers Primary School History and Geography Year Plan

Year Group	Autumn	Spring	Summer
1	All About Me School and the Local Area	Toys Weather and Seasons	IBN Battuta and Explorers Around the World
	Remembrance Day School and the Local Area	Schools Weather and Seasons	Seaside holidays <del>Seasides</del>
2	Great Fire of London/Bonfire Night UK Countries and Capital Cities	Heroes (Significant Individuals) Seas and Oceans	Water Tull Africa (contrasting with local area)
			George Stephenson Africa (contrasting with local area)
3	Local Area, Our High street Local Area-Our Street	Stone Age to Iron Age Britain Italy, compare to local area	Roman Empire and its impact on Britain Study of a region in UK
	Stone Age to Iron Age Britain The Geography of Europe	Roman Empire and its impact on Britain Italy, compare to local area	Books through time Study of a region in UK
4	Britain's Settlements – Anglo Saxons and Scots. The Vikings and Anglo-Saxons. Edward the Confessor Settlements Local area settlement – e.g. land use	Egyptians Rivers (River Nile) Water Cycle	
5	Maya South America	Explorers, Migration, journeys to Britain Weather and Climate	Local Study – Local History School Local Study
	Tudors-Monarchs and their reigns –(Contrast to previous monarchs including Roman Emperors and Egyptian Pharaohs) Brazil	Explorers, Migration, journeys to Britain Mountains	
6	Children in World War 2 Extended Period of Study Trading and Economics	Crime and Punishment Storms, earthquakes and volcanoes	Ancient Greece Our Changing World (weathering, erosion, climate change)

History  
Geography

## **Early Years**

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year. Staff implement a midterm plan written by the subject leader. This, where appropriate, links to Reception topics and shows progression across the year, deepening children's knowledge and understanding.

## **Key Stage One**

Year 1 will:

### **Locational knowledge**

- name, locate and identify characteristics of the 4 countries

### **Place knowledge**

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.

### **Human and physical geography**

- identify seasonal and daily weather patterns in the United Kingdom
- use basic geographical vocabulary to refer to:
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil,, 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 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

- 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

Year 2 will:

### **Locational knowledge**

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 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

### **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

Key Stage One 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.

## **Key Stage Two**

Year 3 will:

### **Locational knowledge**

- locate the world's countries, using maps to focus on Europe, (including the location of Russia), 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

### **Place knowledge**

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.

### **Human and physical geography**

- describe and understand key aspects of:
  - physical geography,
  - human geography, including: types of settlement and land use and the distribution of natural resources including food

### **Geographical skills and fieldwork**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 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

Year 4 will:

### **Locational knowledge**

- locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

- learn about land-use patterns; and understand how some of these aspects have changed over time
- hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

### **Place knowledge**

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

### **Human and physical geography**

- describe and understand key aspects of:
  - physical geography, including: rivers and the water cycle
  - human geography, including: types of settlement and land use

### **Geographical skills and fieldwork**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 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

Year 5 will:

### **Locational knowledge**

- locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

### **Place knowledge**

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North or South America

### **Human and physical geography**

- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts and mountains

- human geography, including: types of settlement and land use.

### **Geographical skills and fieldwork**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4 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

Year 6 will:

### **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
- 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 and a region in a European country,

### **Human and physical geography**

- describe and understand key aspects of:
  - physical geography, including: climate zones, volcanoes and earthquakes
  - Human geography, including: 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 8 points of a compass, 4- and 6-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

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.

**What values have guided your decisions about the curriculum you have in place? How does your curriculum reflect national policy (for example, British values and PSHE)?**

The Geography curriculum supports positive attitudes to learning and considers the needs of the Villiers Curriculum. The school is a valuable asset to the community and over the years community links have been developed with different groups and events and the school's own geography studied. The local area is studied where possible within each topic. We develop drive and ambition by studying the nation and wider world. We develop resilience and reflectiveness by setting high expectations. The children work collaboratively to solve problems, ask questions, collect information, evaluate, sharing views and opinions. Children learn about people from different cultures and civilisations. Children learn to respect and tolerate other people's points-of-view.

**How does your curriculum reflect your school's context?**

We are proud of our diversity and provide a curriculum that caters for each type of learner and celebrates different people and places. The local area is taught within topics. Children are taught to develop their skills to equip them in their future education for example asking their own questions to investigate.

**To what extent have you made these objectives clear? Does everybody know them?**

Mid-term plans state the National Curriculum coverage and clearly state the skills to be taught to ensure progression and coverage. Vocab to be introduced is listed. Staff meetings

are led and the Curriculum leaders approached when support is needed. The Curriculum leader also holds meetings with staff that plan Geography to discuss developments and support. A staff questionnaire is completed where staff can share their opinions and also pupil interviews to engage children's points of view. Learning walks and the monitoring of books are implemented. Outcomes in Geography books evidence a broad and balanced Geography Curriculum and demonstrate the children's acquisition of identified key knowledge. Children review the agreed successes at the end of every session with support from their teachers.

### **How does it cater for disadvantaged and minority groups?**

Geography can capture children's interests and inspire all children. There is a wide range of activities to support all learners and allow all children to access the curriculum. Differentiation is used appropriately. Learning takes place both within and outside the classroom.

### **Vocabulary**

Vocabulary is identified on each midterm plan. Geography draws on its vast range of vocabulary to identify and name places, the features within them and the human and physical processes at work there. Such core knowledge provides the building blocks of deeper explanation and understanding; providing entry points to geographical conversations about the world.

In Early Years, children should extend their vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.

### **Questioning**

Asking questions, geographical enquiry shows clear progression across year groups. In Early Years, children should begin to answer 'what' questions. In Year 1, ask geographical questions e.g. what is it like to live in this place? In year 2, ask geographical questions: where is this place? What is it like? How has it changed? In Year 3, ask geographical questions: where is this location? What do you think about it? In Year 4, ask questions: what is this landscape like? What will it be like in the future? Year 5, ask questions: what is this landscape like? How has it changed? What made it change? How is it changing?

Year 6, ask questions: what is this landscape like? How is it changing? What patterns can you see/how has the pattern changed?