



Cawston Church of England
Primary Academy

Geography Curriculum



Geography Vision

Our vision at Cawston is to give all children a lifelong love of geography by **'Growing Excellence'** in all that they do.

- We begin by **'Planting'** the knowledge and skills throughout their time learning geography as they move between classes and key stages. Each skill and knowledge helps them to develop what they need to develop and progress onto the next stage. By visiting and observing places around the world and in their locality we will plant the seed of curiosity which will develop through the school.
- Jesus said that seeds will flourish if they are nurtured properly. All of the skills and knowledge a child needs in geography are carefully developed by **'Nurturing'** them through quality first teaching, using excellent resources such as websites linked to the enquiry being studied, books, artefacts and school visits to rivers, coastal areas and other places of geographical interest. This 'real world' experience gives the children a way to hone and make use of the skills and knowledge they have learned.
- Once all of this has been achieved, we will see them **'Flourishing'** as they apply all that they have learnt and communicate their findings in different ways including written and oral work. This may be by sharing their findings in class or an assembly, in a video or their work books at school and in the wider community.

Early Learning Goals

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.

Key Stage 1 National Curriculum Expectations

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;
 - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key;
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key Stage 2 National Curriculum Expectations

Locational Knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time;
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Place Knowledge

understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Human and Physical Geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Geographical Skills and Fieldwork

Pupils should be taught to:

- 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.

Intent

The geography curriculum at Cawston is a coherently planned sequence of enquiries and lessons which help pupils ensure they have progressively covered the skills and concepts required in the National Curriculum. Our aim is to encourage a lifelong love of geography and exploring the world in which they live by developing geographical skills and knowledge and will equip children for future learning across the curriculum. These key geographical concepts place, space, Earth processes and the environment. include the UK and the local area, the world and continents, physical geography, human geography, understand places and connections, maps and atlas work and fieldwork investigations.

Implementation

An enquiry based approach has been implemented to ensure geography is taught focusing on the knowledge and skills stated in the National Curriculum. Carefully planned topics ensure there is a progression of geographical skills and knowledge across the school with teachers planning engaging lessons that follow our progression of knowledge and skills document. Each topic starts with filling in a KWL grid to ascertain knowledge and enquiries the children are interested in which is later revisited at the end of the topic to demonstrate knowledge acquisition. At the centre of our geography curriculum is the use of deep thinking questions as topic and lesson drivers. These deep thinking questions allow the children to weigh evidence, scrutinise arguments, make connections and develop their own judgement. Our children's journey as geographical thinkers starts in EYFS where children begin to think about places where they live and visit. As our children progress through KS1 and KS2 they build upon these foundations and are able to ask meaningful questions, think critically, understand and gain geographical perspective by making connections between the topics that they have learnt. We engage and enhance our children's opportunities through educational visits and visitors as these play a key role in helping children to understand geography and the world around them.

Impact

By the end of their primary education at Cawston, our children are able to articulate and demonstrate that they have developed the geographical knowledge, language and skills to help them understand the geography of the United Kingdom and the wider world. Our children demonstrate a good understanding of human attitudes and experiences, geographical enquiry, and are able to make links between places and processes they have studied. Children's knowledge and skills develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to build on and to prepare them to become competent geographers. Impact can also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids, jigsaw targets and KWL grids and summative assessments aimed at targeting next steps in learning.

