Stanton Harcourt
CE Primary School

Geography
Curriculum Handbook

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Curriculum Statement

Intent

The aim of our teaching of Geography at Stanton Harcourt CE Primary School is to develop an interest in and understanding of the world in which we live and the complex processes at work which shape it (both physical and human) including the inter-relationships between them.

Children learn about human and physical geographical features at both a global and local level and make links between the impact of human activity on the physical world, and the impact of the realities of the physical world on human settlements and societies. They also learn how our actions and decisions can have an impact on people and places elsewhere.

As well as substantive knowledge, children will develop their geographical skills, including:

- use of maps, atlases, globes, compasses and digital mapping tools
- creation of sketch maps
- collection, analysis and presentation of data.

Geography contributes significantly to realising our school vision of 'Living, Learning and Growing Together'. At a practical level, we all study Geography at the same time, Together, leading to helpful overlaps and reinforcement of learning – Year 1 may be using compasses in the school grounds one day and later that term will see Year 6 also using compasses. In terms of content, each class has a Geography topic which includes local Geography, learning about our community and vicinity and building a body of local knowledge and identity of the place in which we all Live and Learn. Finally, children think of the larger 'Together' of the global population, and how we are intrinsically linked to people and places that we will never meet or see, but with whom, we are Together inhabitants of this wonderful planet. Children will Grow in their understanding of their role as global citizens and the responsibility they have beyond themselves.

The sequencing and content of topics reflects the National Curriculum and also the priorities for our school, rooting our geographical understanding in our local area and relating this to the bigger global picture.

Implementation

Children are taught Geography for three long terms across each two year stage of the school, alternating with History for the other three long terms. In Early Years, Understanding the World is threaded through each topic (six per year) encompassing the statements most relevant to Geography from 2020 Development Matters.

KS1 and KS2 all study a Geography topic for each Spring term, and for the Summer term of Cycle A. In each Autumn term and the Summer term of Cycle B, KS1 and KS2 all study a History topic. This is to build a sense of KS1 and 2 learning Geography Together.

At the start of each topic in KS1 and KS2, children are given a Knowledge, Concept and Vocabulary overview which is stuck into their exercise books. This gives the children a clear outline of what they will be learning.

Learning Objectives deliberately include elements of History as well as Geography, and reflect both knowledge and skills to be gained.

Lesson content, format and outputs vary deliberately to ensure different geographical skills are being developed, though still embedding the Rosenshine principles. There is particular emphasis on the use of maps, globes and atlases to develop locational and place knowledge; links that can be made with other knowledge; and local connections.

Within each topic, children engage with a series of key concept questions and in KS1 and KS2, complete at least one piece of extended writing for each topic. A working wall is created in each class to reflect the learning journey of the children through the topic.

High quality resources are accessed through the Royal Geographical Society and through support from our local secondary school. Learning is enriched and extended through site visits, fieldwork and visitors.

Impact

On leaving our school, children should have a good understanding of aspects of the physical world we live in and some of the processes which drive and shape it. They should also understand that human populations interact with the physical world and with each other as they live and work and survive.

Children will be knowledgeable about the geography of our local area and also some contrasting areas, including our link area of rural Southwest Uganda.
Children will realise that the actions we take in our daily lives have repercussions for people and places elsewhere and also ultimately for everyone in terms of climate change and depletion of natural resources.

They will be able to relate what they have learned to relevant news stories.

Children will have developed strong fieldwork skills. They will be confident using a range of maps and mapping tools and will know how to present and analyse data in a range of ways.

Finally, they will be excited about Geography, having learned about fascinating places, processes and communities and built meaningful connections between bodies of knowledge.

Recording

Children will take part in a wide range of discursive and practical lessons but there will also be recording in books following the Stanton Standards. For each topic, this will include a piece of extended writing.

Cross-curricular writing will be celebrated through the weekly ‘Star Writer’ awards when appropriate.

Assessment

Teachers assess each unit of Geography and make a summative assessment at the end of the school year.

Learning Objectives in books are ticked by teachers after each lesson - one tick if partly achieved; two ticks if fully achieved.

Every lesson begins with a review of previous learning. For example, through a low stakes quiz, recap of a skill or analysis of a map or photograph to revise and recall key geographical knowledge from previous learning.

Key Concept Questions are used to elicit understanding of a Geography unit. Teachers introduce these questions within lessons or as Purple Pen comments through which children can demonstrate their understanding.

An end of year Geography assessment is undertaken to show the historical knowledge and skills children have retained over the course of the year.

Teachers also use the portfolios of Greater Depth work to support and inform their judgements.

In Early Years, the children's Learning Journeys will reflect their learning in Understanding our World.

Inclusion

All children take part in all Geography lessons, which are planned to be both accessible and engaging but also stretching.

Where appropriate, scaffolds are provided to enable all children to participate fully. The types of lessons vary with practical sessions and a range of types of output ensure all children are able to progress in Geography.

Cultural Capital

As part of their Geography learning, children across the school will:

- conduct fieldwork in different settings, including gathering a range of data which they then analyse to answer a question
- use maps, atlases, compasses, globes and digital mapping resources such as Google Earth
- participate in experiences which help them make links between what they are learning and their everyday lives
- learn about a range of globally significant physical and human geographical features so that they are able to connect with references made in the media, in films and literature and within their own families. For example the international significance of our local city, Oxford; the fact that our area has many rivers which flood; the importance of the Amazon rainforest and the threats it faces; and where earthquakes and volcanoes tend to occur and why.

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2 A			Amazing Africa	Amazing Africa	UK: The Seaside	UK: The Seaside
Year 1/2 B			Frozen Planet	Frozen Planet		
Year 3/4 A			UK: Field to Fork	UK: Field to Fork	Rivers	Rivers
Year 3/4 B			Rainforests	Rainforests		
Year 5/6 A			On our Doorstep: Oxford	On our Doorstep: Oxford	A Bird's Eye View	A Bird's Eye View
Year 5/6 B			Extreme Earth	Extreme Earth		

Curriculum Knowledge and Skills Progression - Geography

Locational Knowledge			
EYFS	**Year 1/2**	**Year 3/4**	**Year 5/6**
The UK is in Europe and India is in Asia. There are different countries in the world. London is the capital city of the UK. Make links to their own experiences.	Location of seven continents and five oceans. Location of four UK nations and their capital cities and surrounding seas.	UK locational knowledge – counties,mountain ranges, national parks, key cities.	Location of countries in Europe, North and South America including major cities and key physical and human characteristics of some. Position and significance of key lines of latitude and longitude.

Place Knowledge

EYFS	Year 1/2	Year 3/4	Year 5/6
Recognising that there are similarities and differences between where we live and where other people live – for example types of farms, types of transport, types of homes and houses, festivals.	Contrasting our local area with our link area of south west Uganda. Contrasting with an Inuit village including the impact of climate change on polar regions.	Location of key rivers in the UK and globally	Contrast our area with a region of the United States of America. Contrast the Lake District with a region of Switzerland.

Human and Physical Geography Substantive Knowledge

EYFS	Year 1/2	Year 3/4	Year 5/6
Recognising that habitats, plants and animals vary between places. Food comes from farms.	Knowing that proximity to the Equator affects whether a place is hot or cold, explored through study of parts of Africa and the polar regions. Understanding of seasons and weather patterns, with contrast between our area and a location on the south coast. Knowledge of key physical and human features related to the coast and human settlements.	Location of climate zones, biomes and vegetation belts around the world including rainforests. Impact of human activity on rainforests and the significance of this. Features and landforms of rivers including flooding. The water cycle. Primary, secondary and tertiary economic activity. Farming as an important economic activity. Trade links and Fair Trade. Distribution of resources in the UK.	How settlements develop over time – specifically the city of Oxford. Types of land use. Key features and locations of mountains, volcanoes and earthquakes, the physical processes at work and the inter-relationships with human settlements.

Geographical Skills and Fieldwork

EYFS	Year 1/2	Year 3/4	Year 5/6
Looking at and using simple maps.	Use of compasses and four cardinal points. Sketch mapping on school site. Use of atlases, globes and aerial photographs. Fieldwork at the coast answering a question about pebble size.	Sketch mapping of local park and stream,including north arrow. Use of atlases, globes and Google Earth. Fieldwork in streams – finding velocity and depth.	Use of compasses, to eight cardinal points, and taking bearings. Four and six figure grid references; longitude and latitude Sketch mapping of land use in Stanton Harcourt and Oxford and comparing results. Use of Ordnance Survey maps, atlases, globes and Google Earth. OS map symbols. Surveying traffic in Stanton Harcourt and Oxford and comparing results.