



Geography Curriculum Rationale and Purpose

Introduction

At Coton-in-the-Elms Primary School, we aim for every child to have PEACE and the decisions we take are driven by 5 simple words, which we hold dear.

Perseverance. Enjoyment. Awe & Wonder. Compassion. Excellence.

- We Persevere to offer our very best and work closely with every family
- We foster a sense of Enjoyment for all who is involved with our school
- We provide plenty of Awe & Wonder moments to make school memorable and learning exciting
- We encourage and promote acts of kindness and Compassion
- We strive to deliver Excellence in all that we do by making continual improvements and never 'standing still' for the good of all children

We believe that through the accumulation and application of knowledge, children are equipped to experience 'life in all its fullness' (John 10:10).

'If any of you lacks wisdom, let him ask God, who gives generously to all without reproach, and it will be given him.'
James 1:5.

Thanks to God's creation, we have a diverse environment for people to live in and explore. The natural geography of Earth provides amazing resources to support life across the globe and continues to influence people's choices and impact their daily lives. As people spread their influence, the landscape changes and evolves. We ensure our geography curriculum teaches children locational knowledge; physical geography and how humans impact on their environment; in order to understand their place within the world.



Curriculum Purpose: Why study Geography?

Why do learners at Coton-in-the-Elms Primary need to study Geography?

Due to modern technology the world appears to have shrunk making it even more important that children understand where places are and why civilisations and industries have evolved in those locations. Through learning how environments have changed over time, children can make informed and responsible choices about how they live their life and use the resources available to them in a sustainable way. Children will understand what it means to be a global citizen and develop skills of communication, critical thinking and empathy with others by learning about different cultures. Fieldwork skills will develop children's sense of independence in that they can find their way around the world and appreciate the real-life applications of mapping and statistical information gathering.

What are the aims for the Geography curriculum?

(i.e. what do we want learners to be able to know and do by the time they leave school?)

As our children leave Coton-in-the-Elms Primary School, we want to be confident that they understand their place within the local community, wider environment and the world. We want them to cultivate a curiosity about the natural world; empathy for the people who live in it and understand how humans can impact upon Earth. We want our children to be able to at the very least meet the requirements of the national curriculum:

The national curriculum for computing 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.

Our Curriculum

How is our curriculum designed?

We ensure that our subject knowledge is up to date. We engage in a range of professional development through the local authority, from the DfE and read and reflect on OFSTED's research materials - [research-review-series-geography](#)

Our geography curriculum enables children to think like geographers: choosing, building and linking information together to better understand the world around them. There is an expectation that it is not taught in isolation but crosses into other historical, cultural and social learning of how people and the land they live in interact with each other. There is a spiral progression of locational knowledge where children can revisit and build on previous learning. Fieldwork skills are embedded within each Key Stage and an emphasis is placed on the understanding, use and practical application of mapping. As children progress through school they will focus on specific human and physical processes to ensure there is full and broad coverage of the national curriculum expectations.

Our lessons are sequenced to ensure progression of skills and knowledge. Staff have received training about the Science of Learn. Based on this educational research, each lesson begins with a 'Can you still...?' activity, drawing on prior learning from the previous lesson, previous unit of work and from previous units. This is to ensure that the knowledge gained over time is revisited and embedded into their memory. The problems that novices face in programming arise in part from a lack of organised knowledge, ultimately undeveloped schema. Opportunities to revisit prior learning and to have new and repeated encounters with contexts will build a breadth and depth of knowledge.

Where there are gaps in knowledge, teachers adapt the lessons to address these. These adjustments are noted on the planning document and kept in class files.

Any content not completed due to time restrictions or having to revise previous content, is noted on the long-term plan and picked up later. This might be through merging lessons or could be to have additional lessons to meet lesson objectives.

Which values underpin the curriculum content?

Our values of P.E.A.C.E are all evident in the geography curriculum. Within the geography curriculum, children will be provided the opportunity to develop their enquiry skills, through exploring wonders of the natural world; perseverance through retaining locational knowledge; empathy and compassion through learning about the challenges faced by different cultures and the impact of humans on the world's environment. A focus on practical activities to illustrate geographical processes or fieldwork skills aims to inspire and create enjoyment in the subject for children where a culture of excellence is promoted throughout their learning.

How are British Values taught from Computing?

Geography spans across locational and cultural divides providing children with the opportunity to consider questions of fairness, individual freedom versus responsibility to others and the environment, respect and tolerance for others with differing views. The content of our geography curriculum will allow children to have open discussions in a safe environment about topical issues to consider views from different perspectives across the world from conservation to securing employment and food for the family.

Inclusion: Our curriculum is ambitious for all and is adapted through differentiation, scaffolds and support to address inclusion and disadvantage in its implementation.

Which links to careers can be made within the Geography curriculum?

Environmental consultant, town planner, conservationist, cartographer, landscape architect, market researcher, geographical information systems officer, sustainability consultant, meteorologist.

Curriculum Rationale: Why study Geography in this way?

Why has the specific knowledge been selected?

Our geography curriculum focuses on locational content required by the National Curriculum; and human and physical processes content that will inspire and engage children. Where possible fieldwork skills and understanding of how landscapes change over time will be linked to the local area so that children can make real and lasting connections with the information they are being taught.

Why is it taught in the order that it is?

The knowledge and understanding of locational knowledge and geographical processes spirals incrementally as the child progresses through our school. Children will build their knowledge schema into making more complex connections over time that will enable them to generate deeper questions about how and why things have come to be and provide greater explanations, including writing at length about a topic during

KS2. The threads which run vertically through our curriculum include place knowledge of the UK, continents, oceans and comparisons with contrasting countries in Europe and later on other continents.

How are Geography lessons delivered?

Geography is taught in weekly sessions half termly with history being taught in the other half term. Therefore, six units of geography will be taught across the year but there will be ongoing links to other curriculum areas where appropriate. Each unit will cover a specific area of locational knowledge, alongside a fieldwork skill and/or geographical process. Pupils are given the opportunity to use their geographical knowledge and skills in other areas of the curriculum where this enhances and supports the lesson.

What is the impact?

Children will be equipped with geographical knowledge and skills to support them in interpreting what they see around them and consider their role as global citizens who are aware of the world we live in and the positive impact they can have in supporting different communities around the world. It also enables children to be curious geographers who understand the current human and physical challenges and to appreciate their role in ensuring a sustainable future.

Computing Curriculum Aims (end-points/expectations)

What do pupils learn?

OFSTED's research series in 2021 into Geography states that high quality geographical education should ensure:

- Pupils gain a secure knowledge of distance, orientation, scale and positioning systems, which begins in the early years. This gives them the framework they need to understand locational knowledge.
- 'Knowing where's where' supports pupils' identity and sense of place and contributes to their understanding of geographical processes.
- Place knowledge is prioritised in the geography curriculum. It brings meaning to locations and processes studied.
- The curriculum and teachers' plans build pupils' knowledge of place by linking to places pupils already know or are familiar with. This may be from their personal experience as well as through what they have been taught.
- Increasingly detailed knowledge of physical and human processes allows pupils to describe and explain different environments. Through this, pupils develop an appreciation of interconnectedness.
- Pupils' geographical skills allow them to gather, analyse, present and interpret spatial information. In doing so, they are adept at identifying patterns and trends.

- Repeated practice of geographical skills improves pupils' fluency and accuracy.

What are the aims, end-points, of specific stages of the curriculum?

EYFS

Early Learning Goal:

Understanding 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.

Understanding the World - The Natural World

Children at the expected level of development will:

- explore the natural world around them, making observations and drawing pictures of animals and plants;
- know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Key Stage 1

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

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

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
- 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

- 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.

Safeguarding

We take the safeguarding of our pupils and families extremely seriously. As the geography curriculum uses a variety of online sources and mapping systems e-safety runs through the curriculum. We provide parents with e-safety ideas and reflections through the school newsletters. Curriculum workshops all include an aspect of e-safety to support parents' awareness and support them in ensuring pupils are safe at home when online.

Useful geography links include:

<https://kids.nationalgeographic.com/#>

<https://earth.google.co.uk/>

<https://classroom.thenational.academy/subjects-by-key-stage>