

Christ Church CE, Lark Hill and Lewis Street Primary Schools

Geography Curriculum

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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 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 or 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 and writing at length.

Intent

What are we trying to achieve for our children in Geography?

It is our intent for the Geography element of our school curriculum to inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We want children to enjoy and love learning about Geography through opportunities to investigate probing geographical questions that will inspire the next generation of geologists and geographers. Our curriculum should 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. However, it is our **enquiry-based** approach that will enable children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We want children to have the opportunity to develop these skills through the use of fieldwork and educational visits. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the

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formation and use of landscapes and environments. We want our children to gain 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.

Our curriculum will be made up of four **threshold concepts** that will enable progression in knowledge, skills and understanding from Nursery to Year 6. These threshold concepts, as defined by Meyer & Land (2003) should:

- Be **transformative** (shift a child's perception of a subject)
- **irreversible** (a child could not return to viewing a concept in a more primitive way)
- **integrative** (demonstrates the interrelatedness of a subject area)
- **bounded** (defines the boundaries of a subject area)
- **counter intuitive** (their new understanding may conflict with previously held ideas)

Implementation
How is the curriculum delivered?
• Through steps of progression across year groups. • Whole class differentiation through questioning and method of recording. • Through the use of appropriate trips and visits. • Through a 2 week time table. • 30 hours per year delivered.

Impact
What difference is the curriculum making?
• Children will become more analytical and improved critical thinkers. • To develop children into understanding, broad minded, tolerant citizens. • Enable children to place themselves and their families in the world. • To open the children's eyes to a world before and after them.

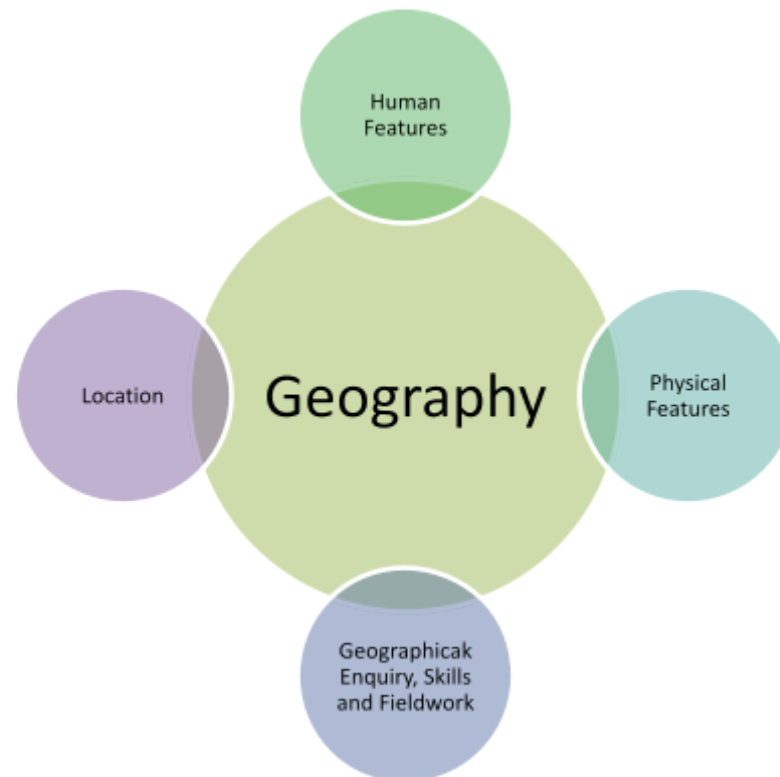
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Threshold Concepts

In our curriculum, we define our four **threshold concepts** as:

1. **Location** – Locations are areas that have distinctive characteristics that give them meaning and distinguish them from other locations.
2. **Human Features** – Human features are any geographical/ geological feature that has been created by people.
3. **Physical Features** – Physical features are any geographical/ geological feature that would exist without human involvement.
4. **Geographical Enquiry, Skills and Fieldwork** – These relate to investigative work using a variety of sources, often requiring classes to leave their classroom. This may include: using maps and atlases or simple compass directions. When conducting fieldwork, children should observe, plan, question, research, collect & record data, as well as presenting their findings.



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Early Years Curriculum

What an EYFS geographer needs to understand?	What do they need to know?	How can they show they are geographers?
That positional language and directions can tell us where to go.	- That directions can be followed and lead to different places. - That directions can be verbal, pictorial or written.	- Follow simple directions (Up, down, left/right, for-forwards/backwards). - Follow directions with a small toy. - Direct a friend from point A to B using positional language.
That where they live is unique to them (and their family).	- That every house has its own address. - Know that more than one house is in a village or town.	- Comment and ask questions about aspects of their familiar environment such as the place where they live or the natural world. - Talk about where they live.
That there are key words/vocabulary associated with human and physical geography.	- Know simple vocabulary to label visible features of the area around them. - Explore the local area for both the built and the natural environment.	- Talk about the area they are in, describing what they can see. - Express their opinions on natural and built environments.
That the world is made up of different countries.	- The four countries of the United Kingdom. - The country that they live in. - That not all countries in the world are the same.	- Talk about the different countries of the UK. - Be able to comment on the country they live in. - Able to compare and say what is the same/different about a countries physical or human geography.
We need to change what we do/wear in response to the climate.	- That weather changes according to the seasons and where we are in the world. - That we need to dress accordingly to keep our-selves safe.	- Comment on how what we wear changes with where we are. - Choose the correct clothes for certain activities such as play in the woods.

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Understanding the World Education Programme

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG: 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.

**The ELG is an assessment checkpoint and should not be used as a curriculum – the curriculum should be broad and balanced with a range of experiences and opportunities not limited to teaching to the ELG.*

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EYFS to Year 6 Curriculum

After careful and considered research, classes throughout the school follow the scheme of learning provided by Kapow. Further details can be found in the Kapow documents with particular focus given to the Long Term Plan and Vocabulary documents.

Useful Links

<https://www.gov.uk/government/publications/research-review-series-geography>

<https://www.gov.uk/government/news/ofsted-publishes-research-review-on-geography>

<https://www.tes.com/news/what-ofsted-thinks-good-geography-teaching-looks>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413723/Geography - learning to make a world of difference.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413723/Geography_-_learning_to_make_a_world_of_difference.pdf)

<https://impact.chartered.college/article/geography-at-heart-primary-curriculum/>