



Geography

Rationale and purpose

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At Quinton Church Primary School, we believe that to **Flourish** is to become the best version of ourselves in body, mind and spirit (John 10:10). It means being loved and recognised for who we are, uniquely made in the image of God (Psalm 139:13-14).

Together emphasises the strength, possibilities and encouragement that can be found in community, teamwork and family (Psalm 133:1). It highlights how everyone has a part to play and brings value and worth to our collective endeavours. Togetherness shines a light on our desire to be a community that is inclusive of everyone, whatever the challenges, so that all can flourish (1 John 4:19).

At Quinton, our culture is to: **Be kind, be fair and be thankful** (Micah 6:8). This overarching culture of kindness, fairness and thankfulness are further explored through our six values of **Belonging, Love, Justice, Forgiveness, Peace and Hope**.

Our curriculum is driven by our Christian Vision, Culture and values, and the diversity of our local, national and global community.

Curriculum Purpose: Why study Geography?

Why do we teach Geography? (intent)

At Quinton Church Primary School we want to ensure the children at our school are equipped with geographical knowledge and skills to support them in interpreting what they see around them. We want our children to 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. Our curriculum teaches children locational knowledge, place knowledge, human and physical geography and geographical and fieldwork skills starting them at their immediate locality before branching out and examining other parts of the world. We want our curriculum to enable the children to be curious geographers who understand the current human and physical challenges and to appreciate their role in ensuring a sustainable future.

National Curriculum (what do we want learners to be able to know and do by the time they leave Quinton Church Primary School?).

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 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.

By the time they leave Quinton Church Primary School we want learners to be able:

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- To understand the physical and human features of a range of locations across the world and how they have changed over time.
- To make connections with history and understand how a country's natural resource often shapes their society, culture and relationship with the rest of the world.
- To be able to interpret a range of geographical information such as maps and diagrams.

Which Christian values underpin the curriculum content?

At Quinton, our culture is to: ***Be kind, be fair and be thankful*** (Micah 6:8). This overarching culture of kindness, fairness and thankfulness are further explored through our six values of ***Belonging, Love, Justice, Forgiveness, Peace and Hope***.

How are British Values taught from Geography?

At Quinton Church Primary School, pupils are taught about British Values through Geography by learning about a variety of diverse communities. For example.....

British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the History curriculum.

Children are encouraged to debate, share and respect the opinions of others in our classroom discussions, have the opportunity to be part of the Eco-Warriors team and are encouraged to act on our geographical knowledge about others in our global community (through our study of fair-trade and participation in fair-trade fortnight).

We learn to understand, experience and respect the traditions of other cultures through visitors and trips off site. We also celebrate the cultural diversity of our school through our learning environment and assemblies.

In our lessons we feel safe because we encourage everyone to feel confident in expressing their ideas and opinions in class discussions, treat others how we would want to be treated and have the opportunity to explore and consider different opinions and how voices are heard.

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Curriculum Rationale: Why study Geography in this way?

Why has the specific knowledge been selected?

The knowledge has been selected to provide a clear vehicle for the topics covered. This supports children to be able to make links between their learning from one topic, and year group to another, as well as use this knowledge to make connections with the present day and their own lives. Each thread within the geography curriculum builds up over time and is covered in every year group.

How are Geography lessons delivered at Quinton?

Geography lessons are taught in three of areas of study per year on average. During this study area they are taught weekly by the class teacher who determines, with support of the subject champion, how the curriculum should be delivered in the classroom or outdoors. Our Geography curriculum is supported by My Mastery by Ark. Pupils use geographical skills such as using maps and symbols to build their knowledge of the UK and the wider world. They do this to build an understanding of a country and are able to make comparisons to the UK. Each lesson begins by focusing on and re-capping prior learning to support the children in retaining their knowledge and understanding. At the end of each lesson children are also given the opportunity to answer questions about what they have learnt to support them to reflect on their learning.

The range of teaching methods to meet the different ability of pupils will include:

- Knowledge and instructions given by the teacher.
- Developments of skills across all areas.
- Questions and answers.
- Creative activities including model making.
- Individual, partner, or group enquiry.
- Use of books, maps, atlases, globes, ICT and videos.
- Fieldwork.

What is the impact?

We ensure the children at our school are equipped with geographical knowledge and skills to support them in interpreting what they see around them. We want our children to 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. Our curriculum enables the children to be curious geographers who understand the current human and physical challenges and to appreciate their role in ensuring a sustainable future.

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Geography Curriculum Aims (end-points)

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

EYFS

The goals below outline the most relevant early years outcomes from 30-50 months to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for Geography.

The most relevant early years outcomes for Geography are taken from the following areas of learning:

Understanding the World

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.

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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.

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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

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