



St Michael's CE Primary School, Sandhurst

Subject Vision Document: Subject

Vision (Intent)

At St Michael's CofE Primary School, we aim to provide an exciting and engaging Geography curriculum in which the children take an active role in their learning. Using their curiosity, they can explore and explain why the world is the way it is, fostering a fascination about their world that will form them into lifelong Geographers. Our aims are to develop children's interests about local, national, and international localities by broadening their knowledge of people, places and environments across the world, together with a deep understanding of the Earth's human and physical features.

Our curriculum aims to:

- Provide a challenging, engaging, and accessible curriculum for all children at St Michael's CofE Primary School.
- Build on previous knowledge to help engage and stimulate children to confidently deepen their Geographical understanding.
- Develop contextual knowledge of local, national and global significant places including their defining human and physical features.
- Enable all children access to carry out fieldwork that deepens their understanding of geographical processes.
- Ensure that all children are competent in geographical skills needed to collect, analyse and communicate with a range of data gathered through fieldwork.
- Interpret a range of geographical sources including maps, pictures, diagrams, photos and globes.
- Communicate geographical information in a variety of ways including maps, numerical and fieldwork skills.

Curriculum (Implementation)

To ensure the National Curriculum is covered effectively, St Michael's CofE Primary School follows the Kapow Education Scheme for Geography.

Curriculum Structure

In Reception at St Michael's CofE Primary School, Geography is taught through Understanding of the World which involves guiding children to make sense of their physical world and local community. Children become familiar with their environment using knowledge from observation, discussion, stories and maps; through these children learn about the similarities and differences between life in this country and life in other countries. Opportunities to explore the natural world around them are given through experiences outside in the school environment and using the school grounds. Children learn about the natural world around them, including the seasons and change through the child-led opportunities provided and through adult directed time.

In KS1, planning is informed by the National Curriculum and taught every term using the planning scheme Kapow. Children are taught to:

- Name and locate the world seven continents and five oceans.

'This little light of mine, I'm going to let it shine!'

Community



Compassion



Creativity



Courage





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- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- 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.
- 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 and human features.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds.
- 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 four-point compass directions.
- 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.

In KS2, children continue to expand their Geography knowledge also taught through termly teaching. Children are taught to:

- Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics 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 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.
- Understand geographical similarities and differences through the study of human and physical geography of a region in the United Kingdom, a region in a European country, and a region within North or South America.
- Expand and develop their understanding of key aspects of Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Expand and develop their understand of key aspects of 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.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.
- 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 to build their knowledge of the United Kingdom and the wider world.

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Lesson Delivery (Pedagogy)

Units are taught in blocks, with one covered every term. This ensures for a robust coverage of the curriculum and allows for an in-depth study of each unit. The use of retrieval practise, knowledge organisers, lesson starters and quizzes mean that children are prepared for their topic of learning and are given the opportunity to recap and rehearse any key features of the unit. Geographical language specific to their topic is shared prior to learning and then featured throughout their lessons. Lesson objectives are shared with the children at the start of each lesson to ensure they are prepared.

Assessment

The impact of our Geography Curriculum can be seen within books, on classroom and whole school displays, and through pupil conferencing. We regularly measure the impact through:

- Whole class and verbal feedback.
- Use of Knowledge Organisers.
- Use of retrieval practise through starter and plenary activities.
- Written assessment tasks and quizzes at the end of each unit taught.
- Subject monitoring through planning, pupil conferencing and book monitoring.
- Teacher assessment to identify those achieving the expected standard and those who are not.

Outcomes (Impact – how do we measure and evaluate)

Through the broad curriculum that the children are provided with, by the time the children reach the end of KS2, they will have a deep understanding of the world they live in. They will be equipped with geographical skills and knowledge to take forward with them to become responsible and considerate members of their community and have an informed understanding of their impact on the environment.

Curriculum Enhancement

To enrich our Geography Curriculum, all children at St Michael's CofE Primary School take part in regular local woodland walks. Children are given the opportunity to explore, carry out fieldwork and have hands on experiences within their local area. Themed days such as World Earth Day enables children to gain experiences that spark curiosity and allow children to make links to familiar places and explore geographical concepts. As well as the core Geography curriculum, children are taught a sense of global citizenship and respect for their environment throughout daily school life.

Partnerships

- Sandhurst School
- Horseshoe Lake
- Ambarrow Woods

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