Gresham Primary School

Gresham Primary School's Geography Curriculum

Mission Statement

Inspiring children's natural curiosity and fascination about the world, from the highest mountain to the largest ocean.

Intent

- Pupils prepare for the world in which they live now and into their adult life in a complex and multicultural society.
- Pupils learn to investigate the physical and human aspects of their local and wider environment.
- Pupils learn to undertake fieldwork activities of various kinds and be able to communicate what they have found out.
- Pupils develop the skills to interpret maps, diagrams, globes, and aerial photographs.
- Pupils develop a geographical vocabulary and can communicate geographical information in a variety of ways, including maps and writing.
- Pupils learn to carry out in depth studies of a variety of physical features and localities.
- Pupils develop the enquiry skills needed to use secondary sources, including ICT, to gain a deeper understanding of the world in which they live.
- Pupils gain an understanding of the nature of places: how they may be like other places and may differ also, how physical features and human activities influence them and how they are set in a wider geographical context.
- Pupils learn to formulate geographical questions and to make informed judgments.

Implementation

- The curriculum map ensures teachers know what children have encountered before and can make links to previous learning to support children making connections and building schema.
- Key concepts have been identified and are regularly returned to, gradually developing pupils' understanding of the most important ideas.
- Teachers will teach the key areas of Geography; locational knowledge, place knowledge, human and physical geography, geographical skills and field work through the respective units, thus allowing children the opportunity to build incrementally on previously learned knowledge and skills.
- Our Gresham Learning Superheroes are integrated into everyday learning, helping children to become skilled, life-long learners.
- Children's books show cohesion between taught sessions with clear end points reached.
- Key vocabulary is explicitly taught to children as part of quality-first teaching.
- Retrieval opportunities are planned for by teachers, to ensure children have opportunity to secure new knowledge.

Impact

Books, pupil voice, display, and collection of work to show the following:

- Pupils' natural curiosity to develop a geographical awareness of their surroundings but also what is in the wider world.
- Pupils making links between geography and other subjects.
- Instilling and understanding the values of our society and how we can protect our environment and world for years to come.
- Pupils will retain knowledge that is pertinent to geography with a real-life context.
- Most pupils will achieve age related expectations in Geography.
- Pupils will know more, remember more, and understand more.
- Pupils with SEND will be fully included and will progress well related to their starting points.
- Pupils from disadvantaged backgrounds will benefit from the rich diversity that is offered through our geography curriculum.

The Essential Elements

Children will focus on locational knowledge, place knowledge, human and physical geography, and geographical skills and fieldwork will run throughout these as appropriate. Through our concepts of aspirations, sense of place and sustainability, children will develop an awareness of how people connect to different areas and a sense of collective responsibility for the future of our planet. Their intellectual, spiritual, moral and emotional development will be promoted and will link to other curriculum areas. Geography is everywhere, in our everyday lives, on our journeys to school, in the places we live. It therefore offers many opportunities for children of all ages to experience learning beyond the classroom. This allows them to enrich their knowledge by, for example, visiting places they may not normally consider, places of geographical interest or conducting geographical surveys within the local area to gain relevant information that will contribute to the learning journey. We can introduce pupils to how and when geographical skills and knowledge is used within the wider world, and the importance of these skills in making decisions for the future of our planet – both on a local and on an international scale.

Key Concepts

Big Ideas Revisited Across Units	
Gresham's Geography curriculum has been planned around 9 concepts. There are 3 key concepts: place, environment and earth processes. The 6 organising concepts are space, scale, connections (similarities and differences), diversity, understanding different perspectives, and time. Organising concepts are ideas that consider the dimensions of geographical thinking and the range of perspectives used to consider geographical content.	
CONCEPT	**DEFINITION**
Place	This is what many people think of first when it comes to studying Geography. Place is concerned with continents, oceans, countries, cities - and so on and so forth. Teaching children about place won't just deal with locations, however, as it will also explore the ways in which people give places meaning, and why.
Environment	Environment is about the natural world, and how vital that is for our survival. When studying the environment, children will learn about the ways in which it's crucial for our lives, but also the ways in which human activity is damaging it.
Earth Processes	Earth processes is understanding ideas about physical processes and cycles, and that the world's landforms, environments and landscapes are a result of dynamic biological, chemical and physical changes. Understanding these processes is fundamental to explaining and responding to change.
Space	Space is all about the ways in which places are organised - for example, how individual towns and villages, which were once disparate, are now connected via infrastructure. It's also to do with the spatial distribution of different countries, such as how much of a country has been urbanised, and what's happening to its natural landscapes.
Scale	Scale is used to analyse relationships by investigating them at different scales. Scale is often seen as a 'zoom lens' that enables us to view places at all levels from the personal, local and regional to the global.
Connections	Connections looks to understand interrelationships that operate in our complex, diverse and changing world. Children must understand that nothing studied in geography exists in isolation, because everything is influenced by its relationships with other phenomena, both within and between places.
Diversity	Is appreciating the differences and similarities between people, places, environments and cultures and understanding the contribution they make to the dynamic functioning of societies and economies. It is an important concept for exploring the world. Diversity exists between and within places and cultures and may lead to inequalities and conflict.

Perspectives	Is key to understanding the way in which the world is influenced by changing narratives, different values, a range of viewpoints and interpretations, and contrasting imaginations, including those generated and disseminated through social media. It includes ideas such as attitudes to climate change and fake truth.
Time	Time provides the dimensions of past, present and future, over which processes operate. The concept also introduces key geographical ideas of stability, dynamism, continuity and change, essential to studying processes in physical and human geography.

EYFS & KEY STAGE 1

EYFS: Understanding the World (People and Communities)
Children know about similarities and differences between themselves and others, and among families, communities, and traditions.

EYFS: Understanding the World (The World)
Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

NC Statutory Programme of Study KS1

Locational Knowledge
Pupils should be taught to:
- 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
Pupils should be taught to:
- 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
Pupils should be taught to:
- 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
Pupils should be taught to:
- 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

NC Statutory Programme of Study KS2

Locational Knowledge
Pupils should be taught to:

- 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
Pupils should be taught to:
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
Pupils should be taught to:

- 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
Pupils should be taught to:

- 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.