**St Edmund’s and St Thomas’ Catholic Primary School**

**Geography Curriculum Statement**

**Subject Leader – Sam Hannah**

**Intent**

|  |
| --- |
| Geography provides children with an understanding of the world around them; the different environments, local and distant places and the processes that create and affect them. The subject encourages children to investigate their locality and the wider world through reading a range of texts, fieldwork experiences and engaging with geographical resources. At St. Edmund’s and St. Thomas’ Catholic Primary School, we endeavour to inspire children to be curious about the world and the people within it; to promote the children’s interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. The aims of Geography at St. Edmund’s and St. Thomas’ Catholic Primary School are:* To gain a good understanding of where places are in the world and their geographical features.
* To develop an understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
* Have a broad and in-depth knowledge of geography and geographical terms.
* Be fluent in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
* Have the ability to reach clear conclusions and develop a reasoned argument to explain findings.
* Have utilised fieldwork and other geographical skills and techniques.
* Have utilised a range of texts, primary and secondary sources of information.
* Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people within it.
* Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

The overarching intent of the Geography Curriculum at St. Edmund’s and St.Thomas’ Catholic Primary School, is to follow the guidelines of the national curriculumWhilst:* Providing plenty of opportunities for the children to engage in fieldwork within their locality and to explore the wider world through educational trips further afield.
* Providing plenty of books for the children to read about each topic.
* Ensuring that the children can accurately and confidently use tools such as paper maps, digital maps, compasses and atlases.
* Developing the children’s use and understanding of technical vocabulary associated with this subject. This is so that the children can articulate the skills that they have applied, the equipment that they have used and describe geographical features and processes.
 |

**Implementation**

|  |
| --- |
| We follow a 2-year cycle curriculum map. Geography is taught in all year groups, with focuses in each phase group based on six whole school themes. * 1. We are family
	2. Journeys
	3. Change the World
	4. Planet Earth
	5. Can you help me?
	6. Wildlife Connections

The focus of Geography will be upon 4 key areas. The weighting of the subject units is heavier in KS2. The areas are as follows;1. **Locational knowledge**

This encompasses* Naming and locating continents, countries, oceans and capital or major cities (including our local city of Liverpool) through the use of a range of maps.
* Exploring environmental regions and key physical and human characteristics
* Naming and locating 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 (with a focus on the varying use of land in our county of Merseyside); and understand how some of these aspects have changed over time. As well as local features such as the docks and Crosby beach and coastline.
* Identifying 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)
1. **Place knowledge**

This encompasses* 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.
1. **Human and physical geography**

This encompasses* 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
* Using geographical vocabulary to refer to: key physical features and key human features.
* 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
1. **Geographical skills and fieldwork**

This encompasses * Using maps, atlases, globes and digital/computer mapping to locate countries (including The United Kingdom), oceans and describe features studied.
* Using simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right]. Using 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.
* Using 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. This is including a CHET village study in year 3 and 4 and a visit to Southport Eco Centre.
* Using 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.

**Assessment**Teacher assessment is used each half term to make judgements about progress and attainment and recorded on the whole school data base – ‘I-Track’. Children are monitored by the subject leader and SLT, using information on I-Track to ensure that they are making expected progress. Children who are not on track, are identified for targeted teaching in the next unit and in fieldwork activities.  |

**Impact**

|  |
| --- |
| **Our children will:** * Be inspired by the Geography curriculum and demonstrate a sense of curiosity.
* Show the progression in their skills, knowledge and understanding in the work in their books.
* Be able to discuss their learning and recall key geographical knowledge (continents, oceans, countries, capital cities etc).
* Have a good knowledge of local geography.
* Be confident in using geographical vocabulary.
* Be confident in engaging in geographical enquiries.
* Be experienced in fieldwork and have a range of geography skills.
* Children will be independent learners, able to access the next stage of their education.
* Be able to discuss and explain current geographical issues.
 |