

Geography Curriculum



Intent

At St Werburgh's Catholic Primary School, we have designed a geography curriculum that strives to inspire curiosity, fascination and a broad worldview that will remain with them for the rest of their lives. We are committed to achieving this through an experience rich curriculum where pupils encounter a wide range of topics, enriched by educational visits both in and outside of school. We provide opportunities for field trips to ensure our pupils develop the geographical skills needed to collect, analyse and communicate with a range of data.

Our high quality planning, informed by the National Curriculum, aims to equip all 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. 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 formation and use of landscapes and environments. We aim to equip our pupils with the vocabulary to enable them to communicate their knowledge, ideas and enquiries within their geography lessons.

Implementation

Geography at St Werburgh's Catholic is taught through a topic based approach in mainly half termly blocks throughout the year, focusing on the knowledge and skills stated in the National Curriculum. As pupils reach Year 6, some Geography topics are extended to provide the opportunity to investigate in greater depth and use and apply the disciplinary knowledge acquired from the early years, key stage 1 and 2.

The long term plan ensures exposure to a breadth of topics as well as coverage of the National Curriculum objectives across the school. In medium term planning, teachers have created a cycle of lessons which carefully plan for progression and depth, concentrating on the geographical knowledge and skills appropriate to each age group to ensure we implement a curriculum that is progressive throughout the whole school. Subject leaders identify clear, knowledge based end points for each topic and a sequence of lessons lead clearly to those end points. Teachers build on pupils' prior learning and ensure that consideration is given to the school context and opportunities to build cultural capital. Key vocabulary is promoted during lessons and through displays to promote a language rich Geography curriculum essential to the successful acquisition of knowledge and understanding in Geography.

Subject leaders have given careful consideration to appropriate pedagogy and as such a variety of teaching approaches are used to deliver geography lessons and follow their pupils' interests to ensure their learning is engaging, broad and balanced. Pupils have access to a range of secondary resources such as maps, atlases and digital technology to develop their knowledge and understanding that is integral to their learning.

Impact

Our Geography curriculum will ensure all of our pupils, regardless of different backgrounds and starting points, have the same opportunities to explore and enquire about the world in which they live. Knowledge, understanding and skills will be secured and embedded so that all pupils achieve their full potential. The successful acquisition of key disciplinary knowledge is assessed throughout the topic and a summative assessment made at the end of each half term. Teachers use assessment to ensure all pupils are given the opportunity to successfully embed and recall the knowledge taught.

Pupils will develop a curiosity of the physical world around them that will stay with them, and will have the geographical language to continue to articulate their questions as they continue their education.

When pupils encounter a challenge, they will demonstrate resilience. They will develop a sense of responsibility to look after the world and its resources. They will be respectful of the diverse world around them and its people and nature.

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Long Term Geography Curriculum Map

| | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
|---------------|---|--|---|--|--|---|
| Pre-School | <u>People, Culture and Communities</u> Notice differences between people. | <u>People, Culture and Communities</u> Notice differences between people. | <u>People, Culture and Communities</u> Notice differences between people. | <u>People, Culture and Communities</u> Notice differences between people. | <u>People, Culture and Communities</u> Notice differences between people. | <u>People, Culture and Communities</u> Notice differences between people. |
| | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
| Foundation 1 | <u>People, Culture and Communities</u> Children will talk about differences and similarities between themselves and people in their local community. | <u>People, Culture and Communities</u> Children will begin to notice the changes of autumn. | <u>People, Culture and Communities</u> Children will know the name of the town that our school is in. Children will observe and discuss the changes in winter. | <u>People, Culture and Communities</u> Children will observe and discuss the changes in spring. | <u>People, Culture and Communities</u> Children will know that a globe represents the world and how land and sea are represented. Children will know about hot and cold places in our world. | <u>People, Culture and Communities</u> Children will know where 'big school' is and other school's they may be going to. Children will observe and discuss the changes of summer. |
| | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
| Foundation 2 | <u>People, Culture and Communities</u> Children will know the name of our school and that Birkenhead is in England. Children will identify typical weather in Autumn. | <u>People, Culture and Communities</u> Children will know that the green on a globe is land and the blue is sea. Children will know that there are different celestial bodies, including sun, moon, stars and planets. | <u>People, Culture and Communities</u> Children will know what life is like in polar regions. Children will explore aerial maps of our school and identify key features. Children will identify typical weather in Winter. | <u>People, Culture and Communities</u> Children will identify typical weather in Spring. | <u>People, Culture and Communities</u> Children will identify similarities and differences between life in England and life in Africa. | <u>People, Culture and Communities</u> Children will identify typical weather in Summer. |
| | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
| Year 1 | Where do I live? | History Focus | My world and me | History Focus | Let's explore Africa | History Focus |
| Key knowledge | *Know that we live in different types of accommodation *Know that we live in Birkenhead | | *Know that Birkenhead is part of the Wirral peninsula *Know that we live in England | | *Know the location of Masai Mara in Kenya, Africa | |

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| | <ul style="list-style-type: none"> * Begin to identify some of the human and physical characteristics of our neighbourhood *Identify my home and my school on a map | | <ul style="list-style-type: none"> *Know that England is part of the UK *Know that England is a country in Europe * Identify the human and physical characteristics of Wirral including seasonal and daily weather patterns | | <ul style="list-style-type: none"> *Describe the physical and human characteristics of the area *Understand the geographical similarities and differences between Birkenhead and the Masai Mara | |
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| | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
|----------------------|--|---------------|---|---------------|---------------|--|
| Year 2 | Different climates around the world | History Focus | Life in a City | History Focus | History Focus | Seaside |
| Key knowledge | <ul style="list-style-type: none"> *Identify differences in weather patterns in different key locations around the world *Understand how the human and physical geography impacts on native animal species that live there *Locate the hot and cold areas of the world in relation to the North and South Poles *Begin to understand that climates around the world are changing due to human activities | | <ul style="list-style-type: none"> *Pupils will know that they live in a town *Pupils will be able to identify the key features of a city *Pupils will be able to describe the similarities and differences between the cities of Liverpool in the UK and Dhaka in Bangladesh *Pupils will know some of the human and physical geography of both cities | | | <ul style="list-style-type: none"> *Understand the location of coastal areas of Wirral and the UK *Identify the human and physical geography of the Wirral peninsula. Understand the contrast between trade and leisure uses. *Identify human and physical geographical features of West Kirby coastal town |

| | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
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| Year 3 | Extreme weather | History focus | History focus | We are here (local study) | History focus | Rainforests |
| Key knowledge | <ul style="list-style-type: none"> *Understand the differences and similarities in the weather in the UK and the US | | | <ul style="list-style-type: none"> *To know where Wirral is in the UK * Understand that areas of the Wirral have contrasting geographical features. | | <ul style="list-style-type: none"> *Know the location of the rainforest in Brazil |

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| | <p>*Describe the physical geography of the US – particularly related to the climate and weather (including tornado, dust storm, ice storms/blizzards and flooding)</p> <p>*Understand the impact of the weather and climate on the human geography in the UK and US</p> <p>*Understand that the climate in the US is changing and that extremes of weather are becoming more common due to human activities</p> | | <p>* To know that the human geography of the Wirral has been influenced by the physical geography</p> <p>*To compare and contrast the different locations on the Wirral</p> | | <p>* Understand the similarities and differences between our local area and the Brazilian rainforest</p> <p>* Describe the physical and human characteristics of the Amazon rainforest</p> <p>*Understand the human impact on the physical geography of the rainforest</p> |
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| | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
|----------------------|---------------|---|---------------|--|---------------|---|
| Year 4 | History focus | Healthy oceans | History focus | Exploring Mountains | History focus | Rivers (local study) |
| Key knowledge | | <p>*Name and know the location of the world's oceans</p> <p>*Know the location of the Atlantic Ocean, surrounding countries and the Gulf of Mexico</p> <p>*Describe the human and physical geography of some of the countries surrounding the Gulf of Mexico</p> <p>*Understand the human impact on the physical geography of the sea in the Gulf of Mexico</p> | | <p>*Know how mountains are formed</p> <p>* Know the features of a mountain range</p> <p>*Know the physical geography of Snowdonia and begin to understand how this has formed and changed</p> <p>*Understand how the physical geography of the area has influenced the human geography</p> | | <p>*To understand the sequence of the water cycle.</p> <p>*Know the geographical features of a river</p> <p>*To know that the River Birket is a tributary of the Mersey</p> <p>*Know how people interact with the River Birket and how it has impacted the human geography surrounding it</p> <p>*Know that the human geography of Merseyside been has impacted by local rivers</p> |

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|----------------------|--|---------------|---------------|---|---------------|--|
| Year 5 | Volcanoes | History focus | History focus | Climate change, weather and biomes | History focus | Mediterranean Study |
| Key knowledge | <ul style="list-style-type: none"> *To know how volcanoes are formed *Know different types of volcanoes *Name the features of a volcano *Know where volcanoes can be found in the world- including the Ring of Fire *Know how the physical geography of volcanoes impacts human geography | | | <ul style="list-style-type: none"> *Know and describe the difference between weather and climate *Describe the climate in the UK *Know and describe the different climate zones around the world and how they compare and contrast to the UK climate *Identify the five main types of biome and how they are adapted to their climate | | <ul style="list-style-type: none"> *Know that the UK is part of the continent of Europe *Know that the Mediterranean is a European sea *Know that the European countries bordering the Mediterranean Sea are referred to as 'Mediterranean' *Know and understand the impact on human geography and tourism caused by the Mediterranean Sea and the climate of the area |

| | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
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| Year 6 | History focus | History focus | Where does my food come from? | History focus | Coasts | |
| Key knowledge | | | <ul style="list-style-type: none"> *To understand the origins of world food and that food sources come from around the world. *To know the transportation and food miles of a range of popular goods *To understand that food grows in different places due to the climate and physical geography *Understand how food production has impacted human geography and migration | | <ul style="list-style-type: none"> *Know a range of different physical geographical coastal features and how they form *Know the human and physical geography of the Wirral coast *Compare the features of the Wirral coast to others in the UK and around the world. Consider the geographical causes of similarities and differences *Understand the coast of the Pacific and those countries within the 'Ring of Fire' *Understand the impact of the physical geography of the pacific area including earthquakes and tsunami *Understand the impact of the physical geography on the human geography of the area and settlements | |