



## **GEOGRAPHY CURRICULUM AIMS**

**By the time children leave St. Mary's Catholic Primary School, they will be:**

### **Successful Learners**

Through the enjoyment of learning, develop enquiring minds in order to process information, reason, question and evaluate, enabling all children to achieve the best they can now and in the future.

### **Confident Individuals**

Become increasingly independent, are able to take the initiative and organise themselves, showing a willingness to try new things and making the most of opportunities.

### **Responsible Citizens**

Are enterprising, well prepared for life and able to work co-operatively in a diverse, multi-faith/ cultural society.

They take account of and respect the needs of present and future generations in the choices they make and know that they can change things for the better.

**To achieve this the school helps pupils: -**

- Attain a high standard of achievement, satisfaction and enjoyment in all areas of the curriculum.
- Grow in self-confidence, have a sense of personal worth and be able to adapt to the changing world in which they live.
- Mix with their peers and adults, to communicate feelings and share experiences, building a better understanding and mutual respect for each other.
- Apply themselves to tasks individually and as contributing members of a team.
- Develop a set of moral values, understand the world in which they live and respect the views of others, tolerating different opinions and beliefs whether racial, religious or political.
- Develop lively, enquiring minds with the ability to communicate their findings.
- Be aware of and take an interest in the beauty and wonder of the world around them and recognise the need for conservation.

Our aim is that all pupils have access to a broad, balanced, engaging and enjoyable curriculum. Teachers set high expectations for every pupil, whatever their prior attainment. Assessment is used to set targets which are deliberately ambitious; but which enable pupils to experience success as learners. Potential areas of difficulty are identified and these areas are addressed at the outset through intervention, differentiated resources and targeted teaching to remove barriers to pupil achievement. This results in our Curriculum being accessible to all.

At St. Mary's Catholic Primary School, we offer a curriculum which is broad and balanced, engages and inspires children, yet builds on the knowledge, understanding and skills of all: regardless of their starting points, as they progress through each Key Stage. The curriculum incorporates the statutory requirements of the National Curriculum and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. It ensures that academic success, creativity and problem solving, respect, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning. The curriculum celebrates diversity and utilises the skills and knowledge of the whole school and wider community while supporting the pupils' spiritual, moral, social and cultural development.

The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated lifelong learners in readiness for their next stage of education. To satisfy the needs of all of our pupils, a knowledge-rich yet skills based curriculum is delivered.

Across the EYFS the curriculum is delivered through broad topic work and also through the interests of the children and current themes. In Nursery, planning in the moment can also have an impact on learning and the environment. Staff support children in their choices and provide them with a rich and well-resourced environment. Children across the Foundation Stage are encouraged to become independent learners. Staff challenge children through questioning, specific tasks and independent learning. In Nursery, we build on the foundations to give our children the skills they need when transitioning into Reception. In our Reception class, activities are planned with a variety of adult directed, adult supported and independent work. We tailor our curriculum to meet the needs of our children. Where children are ready for a more formal approach, staff will plan for this through directed teaching. Those who still need a play-based approach will be supported by all staff through scaffolding and modelling.

If needed, pupils may still work on the Early Learning Goals of the Early Years Foundation Stage Curriculum as they enter Year 1. However, the Year 1 National Curriculum is taught from the outset. Throughout this period and beyond, all children are developing their phonic knowledge using SoundsWrite phonics programme.

The RE curriculum is provided as part of each child's entitlement to a broad and balanced education contributing to their spiritual, moral and cultural development.

RE within our curriculum promotes:

- religious literacy
- the chance to think and ask questions
- the development of empathy skills
- a broader understanding of different values
- an awareness of diversity through looking at major religions and beliefs in the UK and beyond

The curriculum is delivered through discretely taught subjects, where possible, the subjects may overlap. The more able are challenged further in their learning and children who find aspects of their learning more difficult are appropriately supported so that they too are enabled to experience success. National requirements and school requirements are mapped out as a whole school and then individual year groups plan the curriculum for their pupils accordingly.

At St. Mary's, we have a highly effective, carefully planned and tightly structured program for phonics teaching. This enables our children to learn phonic knowledge and skills with the expectation that they will become fluent readers, having secured word building and recognition skills. Our children are also taught high frequency words that do not conform to regular phonic patterns.

Reading is a vital life skill that will support children's learning across the whole curriculum. We strive to ensure that our children are taught to read with fluency, accuracy and understanding through a variety of high quality English lessons

and learning opportunities across all subject areas. We want children at ST. Mary's to become enthusiastic, independent and reflective readers.

Mathematics curriculum is delivered using a range of resources which are developed around the CPA approach (concrete, pictorial and abstract). In all year groups there are small group interventions to support pupils in gaining the key skills to become successful readers, writers and mathematicians.

Specialist teachers and instructors support some music, physical education and the teaching of MFL. All subject leaders are given training and opportunity to develop their subject knowledge, skills and understanding to ensure curriculum development provides progression and sequencing of concepts across the school. This also enables them to provide high quality support to colleagues to improve pupil outcomes. Enrichment events, whole school activities and opportunities within and outside school all enrich and develop the children's learning.

Our aim is that all pupils have access to a broad, balanced, engaging and enjoyable curriculum. Teachers set high expectations for every pupil, whatever their prior attainment. Children are encouraged to apply skills learned, particularly in English and Mathematics, across the curriculum. Assessment is used to set targets which are deliberately ambitious; but which enable pupils to experience success as learners. Potential areas of difficulty are identified and these areas are addressed at the outset through intervention, differentiated resources and targeted teaching to remove barriers to pupil achievement. This results in our curriculum being accessible to all. Provision for the Most Able pupils is a mixture of depth and mastery with opportunities for independent working and reflection. Where appropriate, children working within the greater depth area of the curriculum are provided with an individual activity or challenge which reflects a greater depth of understanding and higher level of attainment.

After school clubs and events extend these opportunities further. Additional whole school programmes and approaches support quality teaching and learning and the school is well resourced in terms of learning materials, books and technology.

The outdoor environment and the local community are considered an opportunity for active learning for all our pupils. The school grounds have been developed so they can enrich different curriculum areas, particularly science.

Pupils have opportunities to share their learning with each other, their parents, carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.

## **NATIONAL CURRICULUM PROGRAMMES OF STUDY**

### **Purpose of study**

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip 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. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

### **Aims**

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.

### **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### **Subject content**

#### **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:

#### **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.

## **Subject content**

### **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.

Geography - End of Year Expectations - Nursery

Map Making		Human / Physical	<ul style="list-style-type: none"><li>• Talk about members of their immediate family and community.</li><li>• Show interest in different occupations.</li><li>• Continue developing positive attitudes about the differences between people</li></ul>
Enquiry / Investigation	<ul style="list-style-type: none"><li>• Use all their senses in hands-on exploration of natural materials</li><li>• Explore collections of materials with similar and/or different properties.</li><li>• Talk about what they see, using a wide vocabulary.</li></ul>	Following Maps / directions	
Locational	<ul style="list-style-type: none"><li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li></ul>		

Geography - End of Year Expectations - Reception

Map Making	<ul style="list-style-type: none"><li>• Draw information from a simple map.</li></ul>	Human / Physical	<ul style="list-style-type: none"><li>• Talk about members of their immediate family and community.</li><li>• Understand that some places are special to members of their community.</li><li>• Understand the effect of changing seasons on the natural world around them.</li></ul>
Enquiry / Investigation	<ul style="list-style-type: none"><li>• Explore the natural world around them.</li><li>• Describe what they see, hear and feel whilst outside</li></ul>	Following Maps / directions	Draw information from a simple map.
Locational	<ul style="list-style-type: none"><li>• Recognise some similarities and differences between life in this country and life in other countries.</li><li>• Recognise some environments that are different from the one in which they live.</li></ul>		

## Geography - End of Year Expectations - Year 1

Map Making	<ul style="list-style-type: none"> <li>Key Stage 1: Map Making he/she can draw around objects to make a plan.</li> <li>Key Stage 1: Map Making he/she can draw maps of real life and made up places.</li> </ul>	Human / Physical	<ul style="list-style-type: none"> <li>Key Stage 1: Human and Physical Geography he/she can identify seasonal and daily weather patterns in the UK.</li> <li>Key Stage 1 : Human and Physical Geography he/she can identify hot and cold areas of the world in relation to the Equator and North and South Poles.</li> </ul>
Enquiry / Investigation	<ul style="list-style-type: none"> <li>Key Stage 1: Enquiry and Investigation he/she can ask questions about places studied at KS1.</li> <li>Key Stage 1: Enquiry and Investigation he/she can collect information about his/her local environment. e.g. Using tally charts.</li> <li>Key Stage 1: Enquiry and Investigation he/she can use aerial photographs to identify key landmarks, and basic human and physical features of the area studied.</li> </ul>	Following Maps / directions	<ul style="list-style-type: none"> <li>Key Stage 1: Following directions and maps he/she can use a simple plan to follow a route. e.g. A route around the school or local area or his/her route from home to school.</li> </ul>
Locational	<ul style="list-style-type: none"> <li>Key Stage 1: Locational Knowledge he/she can explain geographical similarities and differences between an area of the UK and a non-European country.</li> </ul>		



## Geography - End of Year Expectations - Year 2

Map Making	<ul style="list-style-type: none"> <li>Key Stage 1: Map Making he/she can draw maps of real life and made up places.</li> <li>Key Stage 1: Map Making he/she can create keys for symbols on his/her map.</li> </ul>	Human / Physical	<ul style="list-style-type: none"> <li>Key Stage 1: Human and Physical Geography he/she can use basic geographical vocabulary to identify and describe key physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>Key Stage 1: Human and Physical Geography he/she can use basic geographical vocabulary identify and describe key human features e.g. city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>
Enquiry / Investigation	<ul style="list-style-type: none"> <li>Key Stage 1: Enquiry and Investigation he/she can ask questions about places studied at KS1.</li> <li>Key Stage 1: Enquiry and Investigation he/she can use aerial photographs to identify key landmarks, and basic human and physical features of the area studied.</li> <li>Key Stage 1: Enquiry and Investigation he/she can use information books to compare the similarities and differences between places studied at KS1.</li> </ul>	Following Maps / directions	<ul style="list-style-type: none"> <li>Key Stage 1: Following directions and maps he/she can follow directions on a map: North, South, East, West</li> <li>Key Stage 1: Following directions and maps he/she can draw a route showing features.</li> </ul>
Locational	<ul style="list-style-type: none"> <li>Key Stage 1: Locational Knowledge he/she can name and locate the world's seven continents and five oceans using globes, maps and atlases.</li> <li>Key Stage 1: Locational Knowledge he/she can name and locate the four countries and capital cities of the UK.</li> </ul>		

### Geography - End of Year Expectations - Year 3

Map Making	<ul style="list-style-type: none"> <li>Lower Key Stage 2: Map Making he/she can make a simple sketch map of the human and physical features in his/her local area.</li> <li>Lower Key Stage 2: Map Making he/she can take photographs of the local area to help them produce a simple map.</li> </ul>	Human / Physical	<ul style="list-style-type: none"> <li>Lower Key Stage 2: Human and Physical Geography he/she can understand similarities and differences in the human and physical differences with a region of the UK and the region of a European country.</li> <li>Lower Key Stage 2: Human and Physical Geography he/she can describe and understand different types of settlement and land use.</li> <li>Lower Key Stage 2: Human and Physical Geography he/she can describe and understand the workings of mountains, volcanoes and earthquakes</li> </ul>
Enquiry / Investigation	<ul style="list-style-type: none"> <li>Lower Key Stage 2: Enquiry and Investigation he/she can use a range of sources to compare the similarities and differences between human and physical features of places studied at KS2.</li> </ul>	Following Maps / directions	<ul style="list-style-type: none"> <li>Lower Key Stage 2: Following directions and maps he/she can use 4 points on a compass; North, South, East and West.</li> <li>Lower Key Stage 2: Following directions and maps he/she can follow a route on an OS map.</li> <li>Lower Key Stage 2: Following directions and maps he/she can use the key to interpret symbols and marks on an OS map for routes.</li> <li>Lower Key Stage 2: Following directions and maps he/she can identify and interpret relief maps.</li> </ul>
Locational	<ul style="list-style-type: none"> <li>Lower Key Stage 2: Locational Knowledge he/she can name and locate counties and cities of the UK, identifying key human and physical features and land use.</li> <li>Lower Key Stage 2: Locational Knowledge he/she can locate the position of the Equator, Northern and Southern Hemispheres and the Arctic and Antarctic Circles.</li> </ul>		

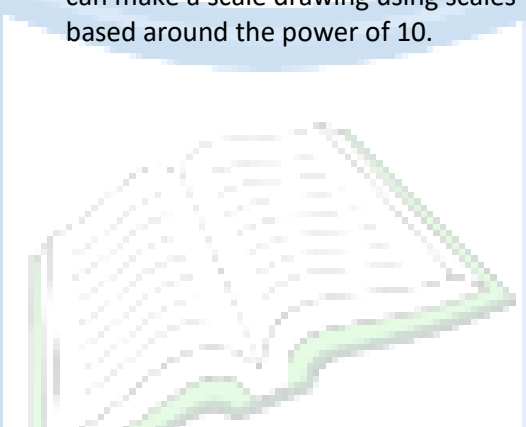
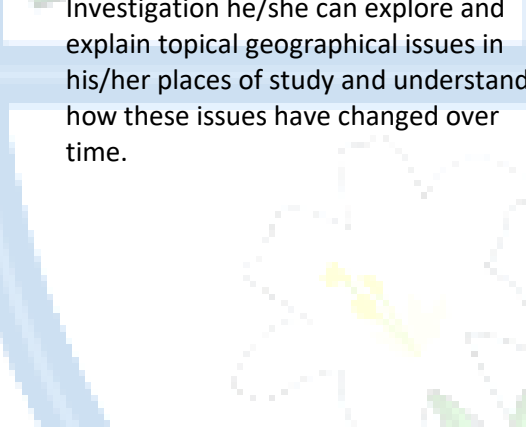
### Geography - End of Year Expectations – Year 4

Map Making	<ul style="list-style-type: none"> <li>Lower Key Stage 2: Map Making he/she can make a simple sketch map of the human and physical features in his/her local area.</li> <li>Lower Key Stage 2: Map Making he/she can make a simple scale drawing e.g. 1 sq cm = 1 sq m</li> </ul>	Human / Physical	<ul style="list-style-type: none"> <li>Lower Key Stage 2: Human and Physical Geography he/she can describe and understand different types of settlement and land use.</li> <li>Lower Key Stage 2: Human and Physical Geography he/she can describe and understand the workings of rivers and how coastal erosion effects the formation of beaches</li> <li>Lower Key Stage 2: Human and Physical Geography he/she can describe and understand the problems caused by global sea levels rising.</li> </ul>
Enquiry / Investigation	<ul style="list-style-type: none"> <li>Lower Key Stage 2: Enquiry and Investigation he/she can create a survey to explore human or physical features in the local area.</li> </ul>	Following Maps / directions	<ul style="list-style-type: none"> <li>Lower Key Stage 2: Following directions and maps he/she can locate places on an OS map using a 4 figure grid reference</li> <li>Lower Key Stage 2: Following directions and maps he/she can use the key to interpret symbols and marks on an OS map for routes.</li> <li>Lower Key Stage 2: Following directions and maps he/she can read and interpret the globe as a flat map.</li> <li>Lower Key Stage 2: Following directions and maps he/she can identify and interpret relief maps.</li> </ul>
Locational	<ul style="list-style-type: none"> <li>Lower Key Stage 2: Locational Knowledge he/she can locate world continents/countries with a focus on Europe and Russia identifying key human and physical characteristics, countries and major cities.</li> <li>Lower Key Stage 2: Locational Knowledge he/she can name and locate counties and cities of the UK, identifying key human and physical features and land use.</li> </ul>		

### Geography - End of Year Expectations - Year 5

Map Making	<ul style="list-style-type: none"> <li>Upper Key Stage 2: Map Making he/she can make his/her own simple thematic map based on his/her own data.</li> <li>Upper Key Stage 2: Map Making he/she can use photographs and standard and non-standard measurements to create an accurate map of an area.</li> </ul>	Human / Physical	<ul style="list-style-type: none"> <li>Upper Key Stage 2: Human and Physical Geography he/she can understand similarities and differences in the human and physical differences with a region of the UK, the region of a European country and a region within North or South America.</li> <li>Upper Key Stage 2: Human and Physical Geography he/she can understand the positives and negatives associated with renewable and non-renewable energy sources</li> </ul>
Enquiry / Investigation	<ul style="list-style-type: none"> <li>Upper Key Stage 2: Enquiry and Investigation he/she can explore and explain topical geographical issues in his/her places of study and understand how these issues have changed over time.</li> <li>Upper Key Stage 2: Enquiry and Investigation he/she can analyse the relevance of information from a range of sources and make conclusions about places studied at KS2.</li> </ul>	Following Maps / directions	<ul style="list-style-type: none"> <li>Upper Key Stage 2: Following directions and maps he/she can use a range of maps to plan the quickest route and find alternative routes.</li> <li>Upper Key Stage 2: Following directions and maps he/she can use longitude and latitude as a guide to a location on an atlas.</li> <li>Upper Key Stage 2: Following directions and maps he/she can use digital/computer mapping to locate places in the KS2 PoS.</li> </ul>
Locational	<ul style="list-style-type: none"> <li>Upper Key Stage 2: Locational Knowledge he/she can locate the world's continents/countries including North and South America identifying key human and physical characteristics, countries and major cities.</li> <li>Upper Key Stage 2: Locational Knowledge he/she can locate the position of the Tropics of Cancer and Capricorn, the Greenwich Meridian and times zones.</li> </ul>		

### Geography - End of Year Expectations - Year 6

Map Making	<ul style="list-style-type: none"> <li>Upper Key Stage 2: Map Making he/she can use photographs and standard and non-standard measurements to create an accurate map of an area.</li> <li>Upper Key Stage 2: Map Making he/she can make a scale drawing using scales based around the power of 10.</li> </ul> 	Human / Physical	<ul style="list-style-type: none"> <li>Upper Key Stage 2: Human and Physical Geography he/she can understand similarities and differences in the human and physical differences with a region of the UK, the region of a European country and a region within North or South America.</li> <li>Upper Key Stage 2: Human and Physical Geography he/she can describe and understand climate zones, biomes, vegetation belts and the water cycle.</li> <li>Upper Key Stage 2: Human and Physical Geography he/she can describe and understand economic activity and the distribution of natural resources including energy, food, minerals and water.</li> </ul>
Enquiry / Investigation	<ul style="list-style-type: none"> <li>Upper Key Stage 2: Enquiry and Investigation he/she can explore and explain topical geographical issues in his/her places of study and understand how these issues have changed over time.</li> </ul> 	Following Maps / directions	<ul style="list-style-type: none"> <li>Upper Key Stage 2: Following directions and maps he/she can locate places on an OS map using a 6 figure grid reference</li> <li>Upper Key Stage 2: Following directions and maps he/she can use the 8 points on a compass.</li> <li>Upper Key Stage 2: Following directions and maps he/she can follow a route on a small scale map.</li> <li>Upper Key Stage 2: Following directions and maps he/she can read the scale on contour lines on an OS map.</li> </ul>
Locational	<ul style="list-style-type: none"> <li>Upper Key Stage 2: Locational Knowledge he/she can understand how human and physical features in places in the UK have changed over time.</li> </ul>		