Whimple Primary School

Geography Curriculum Statement, Knowledge and Skills Progression

Subject Vision: '**The study of Geography is about more than memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.'- Barack Obama**

We aim to inspire a curiosity and fascination about the world and its people that will remain with our children for the rest of their lives, both in their immediate surroundings and when further afield. Our purpose is to instil a desire to investigate human and physical characteristics of different places, both local and afar, through purposeful research and careful questioning. To be well-rounded citizens, we believe children need to understand the differences between places and their cultures, along with being able to recognise how these change over time. Children will acquire the necessary geographical skills to help them understand, present, analyse and communicate a range of information either collaboratively or as individuals. We want children to understand their distinct rural location as well as the diversity of the countries of the UK and those in the wider world. Studying Geography will help them to make sense of the world around them and pique their curiosity in places and people – engaging them with the real world and spurring them into action.

Statement of Intent:

We seek to create a life-long love of the subject, through teaching our children about diverse places, people and resources. We want our children to 'do' Geography – that is learning to think like geographers - and see fieldwork as the vehicle for engaging and enabling them in locations – this will come through purposeful inquiry which stems from current issues and the children's interests. Through the study of natural and human environments, as well as physical and human processes, our desire is to provide our children with a sense of awe and wonder about the world they live in, through a broad and rich curriculum that utilises our school's area, residential trips and also places in the wider world. As they continue on their journey of Geography, we aim to foster a deep understanding of the subject that develops alongside their geographical skills. Our curriculum is designed to provide our children with the subject specific language they need to describe, question and discuss the world, as well as their place in it. Our pupils are encouraged to recognise that they have a voice and to use it confidently to debate topics they feel passionate about. We aim to produce well- rounded individuals by providing our children with opportunities to expand their cultural capital and experiences of the world. We deliver a knowledge-engaged curriculum. This means following a skills-progression curriculum model with knowledge underpinning the application of skills. The 2002 Education Act requires schools to provide a 'balanced and broadly based curriculum' which promotes the spiritual, moral, cultural, mental and physical development of children at our schools and prepares them for the opportunities, responsibilities and experiences of later life. We intend to deliver the 2014 National Curriculum in a purposeful, engaging and creative way by providing a broad curriculum that ensures there are enough subjects on the timetable and a balanced curriculum that ensures that each subject is given sufficient time to deliver its distinct contribution. The school curriculum is broader than the National Curriculum and our intention is to give children a richer and deeper experience that is not limited.

Statement of Implementation:

Study will be based on the NC programmes of study and via planned enquiries and focussed study units, but will be enriched by class trips, visitors and a week long residential to Dartmoor. Pupils' geographical education begins in the early years, starting with concepts, knowledge and skills that children can relate to because of their own experiences and knowledge of place. This builds year on year, developing pupils' expertise. The organisation of the curriculum builds knowledge so that pupils can draw on it in future learning. The content pupils learn will be separated into components and will take into account how pupils build their geographical knowledge over time. At Whimple Primary School, Geography will be taught as termly or half-termly topics, alternating with History. In topics where Geography is not the driving subject, relevant geographical skills and knowledge will be regularly revisited by interleaving within the focus area. Wherever possible, learning is made purposeful and brought to life by exploiting our local area through visits and fieldwork, maximising opportunities to use our own grounds and rural setting. A world map will be used in every class to build connections with other curriculum subjects. Planning involves teachers creating engaging lessons that will be assessed for progress in Geography.

Residential trips will provide rich resources for children to develop a sense of place and cultural awareness. Children will take part in a purposeful enquiry that involves raising questions, planning, collecting data, analysing data and presenting findings using the skills of literacy and oracy.

Statement of Impact:

Geographical expertise is built on substantive geographical knowledge. Drawing from the breadth of concepts gives pupils the knowledge they need to appreciate the whole domain of geography. They understand how common concepts draw different aspects of the subject together. They understand how common concepts draw different aspects of the subject together. The impact of this will be seen when talking to the children about their interest and attitude towards geographical learning and in their confidence to engage, discuss, reason, question and debate. This will demonstrate children's ability to apply generalisations to understand the world around them. Evidence of learning will be in their books, classroom displays and heard in discussions. Teachers will use formative assessment methods to identify children's understanding. The children will be given opportunities to present their learning in a variety of ways – such as presentations, role play, and assemblies. By Year 6 substantive knowledge will be in place in order for children to meet with the aims of the National Curriculum.

This Curriculum Statement and skills progression should be read in conjunction with the subject's overview and the chosen schemes of work.

	Locational Knowledge	Human and Physical Geography	Communicating geographical knowledge	Geographical skills
YEAR 1	Pupils can name and locate three of the seven continents of the world Pupils can name and locate two of the five oceans of the world Pupils can name and locate three of the four countries of the United Kingdom Pupils can name two of the four capital cities of the United Kingdom	Pupils have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in human geography Pupils have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in physical geography	Pupils can identify seasonal patterns Pupils can locate hot and cold areas of the world in relation to the Equator and North or South Poles Pupils are beginning to use basic geographical vocabulary to refer to human features Pupils are beginning to use basic geographical vocabulary to refer to physical features	Pupils are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one accurately Pupils can use simple compass directions with increasing accuracy Pupils are recognising landmarks with increased accuracy Pupils are beginning to devise a simple map
YEAR 2	Pupils can name and locate the seven continents of the world Pupils can name and locate the five oceans of the world Pupils can name and locate the four countries of the United Kingdom Pupils can name the four capital cities of the United Kingdom	Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in human geography Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in physical geography	Pupils can identify seasonal and daily weather patterns Pupils can locate hot and cold areas of the world in relation to the Equator and North and South Poles Pupils can use a wide range of basic geographical vocabulary to refer to human features Pupils can use a wide range of basic geographical vocabulary to refer to physical features	Pupils can use maps, atlases and globes confidently to identify studied regions Pupils can use simple compass directions confidently Pupils can recognise landmarks Pupils can devise a simple map with basic symbols in a key

	Locational Knowledge	Human and Physical Geography	Communicating geographical knowledge	Geographical skills
YEAR 3	Pupils can confidently locate countries in Europe, North and South America on a map Pupils can locate cities of the United Kingdom and are beginning to identify counties Pupils can identify at least 4 for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic	Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in physical geography Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify	Pupils can describe an increased range of aspects of physical geography Pupils can describe an increased range of aspects of human geography	Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied Pupils are beginning to use eight points of a compass, four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps)

	and Antarctic Circle, the Prime/ Greenwich Meridian and time zones	similarities and differences between the three in human geography		Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies
YEAR 4	Pupils can confidently locate countries in Europe, North and South America on a map Pupils can locate cities of the United Kingdom and are beginning to identify counties Pupils can identify at least 4 for 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.	Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in physical geography Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in human geography.	Pupils can describe an increased range of aspects of physical geography. Pupils can describe an increased range of aspects of human geography.	Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied Pupils are beginning to use eight points of a compass, four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps) Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies.

	Locational Knowledge	**Human and Physical Geography**	**Communicating geographical knowledge**	**Geographical skills**
YEAR 5	Pupils can, mostly, locate countries of the world on a map Pupils can, mostly, locate counties and cities of the United Kingdom Pupils can identify most for 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	Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify similarities and differences between the three in physical geography Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can	Pupils can describe and understand an increasing variety of key aspects of physical geography Pupils can describe and understand an increasing variety of key aspects of human geography	Pupils can confidently use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied Pupils can use most of the eight points of a compass, four figure grid references confidently and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps)

	Meridian and time zones Pupils can identify aspects of the physical and human geography that have changed over time.	identify similarities and differences between the three in human geography Pupils can describe and understand an increasing variety of key aspects of physical geography Pupils can describe and understand an increasing variety of key aspects of human geography.		Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using some of these methods: sketch maps, plans and graphs, and digital technologies
YEAR 6	Pupils can confidently locate countries of the world on a map Pupils can confidently locate counties and cities of the United Kingdom Pupils can 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 Pupils can confidently identify how aspects of the physical and human geography have changed over time.	Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in physical geography. Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in human geography	Pupils can describe and understand a wide range of key aspects of physical geography. Pupils can describe and understand a wide range of key aspects of human geography.	Pupils can confidently use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. Pupils can confidently use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps). Pupils can 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.