

Curriculum INTENT: GEOGRAPHY

Jesus said "I have come so that you might have life –life in all its fullness." John 10:10 Jesus encouraged all his children to live life in all its' fullness. Through our core values of **love, courage** and **fellowship**, and with an enquiry approach to our inter-disciplinary curriculum, our children enjoy learning about themselves, about others and the world which we are guardians of. We nurture a love of learning, celebrate courage to persevere in learning and fellowship through collaboration and recognising each other's strengths and special qualities. **'Be kind, never give up and work together.'**



Love: To love ourselves and one another alongside developing a deep-rooted love for learning.



Courage: Perseverance. To ask questions; to take measured risks; to have the courage and confidence to stand up for what you believe is right and to have the voice to say it.



Fellowship: In fellowship with our entire community, we value strengths and uniqueness so that everyone has a strong sense of belonging. We celebrate the progress towards being independent life-long learners so that our children achieve happiness and success.

At Chawton CE Primary School, we aim to inspire great curiosity and enthusiasm to find out more about places and navigation by delivering an exciting and engaging geography curriculum. This will encompass using our amazing village which is so rich in natural resources and buildings, and by visits to other geographical sites in the local area, so children gain excellent first-hand experience. By using a range of other resources and techniques such as maps, photographs, aerial photographs, atlases, globes, compasses, internet and video, we aim to make geography come alive for children and to develop a thirst to find out more about our planet and where we live. We build links with all other subjects wherever possible so that children gain a broad and deep understanding of geography and can apply what they learn in their everyday lives. Our teaching will 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.

Love 'Let all that you do be done in love.' 1 Corinthians 16:14		Courage 'Be strong and courageous for the Lord your God is with you wherever you go' Joshua 1:9		Fellowship 'If we walk in the light as he is in the light, we have fellowship with one another...' 1 John 1:7	
Creativity	Reflection	Perseverance	Enquiry	Collaboration	Connection
Thinking outside of the box and responding to thinking and learning in different ways.	Thinking about and looking back on learning to decide how it went and where to go next.	The ability to stick at a challenge or a task when you feel like giving up. The desire and determination to self-improve and succeed.	A way of finding out. Asking questions and wanting to find out answers.	Working together to get a job done. Working together, co-operation and communication are essential when collaborating.	Linking the building blocks of knowledge and skills together to create new understanding.

Curriculum IMPLEMENTATION

The overarching aim for geography in the national curriculum is to provide 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. Our Learning Quest approach ensures that geography is taught discretely but that it is connected to many other subjects; it is often the driving force for learning in other curricular areas.

Our curriculum closely follows the aims of the National Curriculum. 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.

The Early Years Foundation Stage curriculum supports children's understanding of history through the planning and teaching of 'Understanding the World'. The aims are that all children will be able to:

- make sense of their physical world and their community.
- Increase their knowledge and sense of the world around them through visits to the local parks, libraries and museums
- listen to stories, non-fiction, rhymes and poems
- foster an understanding of our culturally, socially, technologically and ecologically diverse world.

<p style="text-align: center;">Planning and Cross Curricular Links</p> <p>In Key Stage 1 and 2 planning is in the form of Learning Quests, where geography forms part of a wider theme. The geographical component comes from our Skills Progression for geography which ensures coverage of key geographical knowledge and understanding from the National Curriculum and also utilising our rich local environment. Geography is sometimes a driver for Learning Quests, and this approach to planning ensures children see the links between geography and other areas of their learning, especially history, RE, maths, science, art and music. Teachers plan trips to give children first-hand experience of different places, and use a variety of books, videos, maps, globes, atlases, aerial photos, other photographs and internet, to make geography stimulating for children.</p> <p>In EYFS geography is planned following the interests of the children as much as possible, looking for opportunities to discuss different places both locally and around the world, different cultures, seasonal changes and habitats. The daily calendar offers an ongoing opportunity to discuss seasonal changes and weather patterns.</p>	<p style="text-align: center;">Locational knowledge</p> <p>In Key Stage 1 pupils are taught to:</p> <ul style="list-style-type: none"> 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 <p>In Key Stage 2 pupils are taught to:</p> <ul style="list-style-type: none"> locate the world's countries, 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, and land-use patterns 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 <p>In EYFS, children begin to develop geographical knowledge by exploring features of our school and nursery. Maps and atlases are used to investigate different places as we begin to compare and contrast different environments.</p>	<p style="text-align: center;">Place Knowledge</p> <p>In Key Stage 1 pupils are taught to:</p> <ul style="list-style-type: none"> 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 <p>In Key Stage 2 pupils are taught to:</p> <ul style="list-style-type: none"> 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 <p>In EYFS, children begin to develop geographical knowledge by exploring features of our school and nursery. Maps and atlases are used to investigate different places as we begin to compare and contrast different environments. Children have rich opportunities to make use of school grounds to enhance and apply their skills as geographers.</p>
<p style="text-align: center;">Human and Physical Geography</p> <p>In Key Stage 1 pupils are taught to:</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world use basic geographical vocabulary to refer to key physical features, eg: beach, cliff, coast, forest, hill, river use basic geographical vocabulary to refer to human features, eg: city, town, village, factory, farm, house, office, port <p>In Key Stage 2 pupils are taught to describe and understand key aspects of:</p> <ul style="list-style-type: none"> 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 <p>In EYFS, children observe and discuss the weather and seasonal changes throughout the year.</p>	<p style="text-align: center;">Geographical skills and fieldwork</p> <p>In Key Stage 1 pupils are taught to:</p> <ul style="list-style-type: none"> 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 <p>In Key Stage 2 pupils are taught to</p> <ul style="list-style-type: none"> 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 	<p style="text-align: center;">Outdoor Learning</p> <p>Children will experience and discuss different places in the village and local area both natural and manmade. They will experience first-hand key sites in Chawton: The Jane Austen House, Chawton House Library, St Nicholas Church and Chawton Village Hall, woods, farmland, stream, as well as Chawton School itself. They will also be familiar with the houses in Chawton and will learn to navigate around the village, using maps and other directional clues. They will experience using first-hand the natural resources Chawton offers.</p>

Curriculum IMPACT

As a result, we have a community of enthusiastic geographers who enjoy talking about and exploring the places in our world, and have a thirst to know more. They will have a thorough knowledge of the geographical themes taught and will be able to link this to other learning and use geographical skills and knowledge in their daily lives.

Governors, through the Governor Visit Plan and Subject Leader Reports, evaluate the work of subject leaders in ensuring that the quality of teaching and learning across the school is at least good. They ensure that pupils are ready for transition to secondary school and are equipped with the skills to flourish and succeed as caring individuals.

