Willow Primary Academy

Geography Curriculum



*“Geography is the study of Earth as the home of people.” –* ***Yi-Fu Tuan***

**INTENT**

At Willow Primary Academy we aim to inspire children’s curiosity, interest and appreciation for the world that we live in. We intend to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments. Pupils are exposed to a rich and balanced curriculum that provides them with new vocabulary knowledge. As pupils progress through the school, they will develop an insight into the links between physical and human processes and how landscapes and environments have changed and continue to change. As the national curriculum states, ‘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.’ The topics taught have been specifically selected to ensure all pupils make progress and embed knowledge throughout the years.

**IMPLEMENTATION**

**Delivery**

* Teachers plan effectively using the Cornerstones Curriculum Maestro.
* Teachers map out learning using the planning tool.
* Four core elements that make up the teaching and learning approach:
	+ - 1. Engage
			2. Develop
			3. Innovate
			4. Express
* The choice of geography projects follows the guidance set out in the national curriculum.
* Unit outcomes and suggested content enable good planning, progression and consistency across the school.
* Key questions are used to open up the content to be studied.
* Assessment takes place during learning to address misconceptions, identify strengths and gaps and inform next steps.
* Cross-curricular links are used whenever possible, i.e. Literacy and Computing.
* Geography specific displays may be put up in each class that showcase children’s work.

**Progression**

* The geography curriculum is designed to progressively develop the children’s skills in Geography from Reception through to year 6.
* Throughout the geography scheme, there is complete coverage of all national curriculum programmes of study.
* Geography is predominantly taught in driver projects that enable pupils to study in depth.
* Each project builds on prior learning across key strands, including EYFS, to ensure better cognition and retention.
* Each project has a clear overview outlining key concepts, knowledge, skills and vocabulary to be taught and evaluated to measure impact.
* Adaptive teaching is used to enable every pupil to meet the learning objective, e.g. adult support, scaffolding, peer work.
* The geography projects are well sequenced to provide a coherent subject scheme that develops children’s geographical knowledge, skills and subject disciplines.
* Geographical locations are not specified in the national curriculum, so they have been chosen to provide a broad and diverse understanding of the world.
* Opportunities are made for making meaningful connections with other projects, geography projects are sequenced accordingly. For example, children revisit settlements in the history project School Days after studying types of settlements in the geography project Bright Lights, Big City.
* In EYFS, children spend time exploring and describing their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They also draw on knowledge from stories and non-fictions texts to explain some similarities and differences between life in this country and life in other countries and when appropriate being to look at maps. Children are encouraged to care for the world around them and the impact people have on other countries in the world.
* In Key Stage 1, children begin with essential skills and knowledge projects. Teaching these projects in Years 1 and 2 enables children to be introduced to, or revisit, critical geographical concepts, aspects, skills and knowledge. These projects prepare children for the study of more thematic geography projects in the following term. In Year 1, children are introduced to the geography of urban environments and the physical and human features of the United Kingdom. In contrast, in Year 2, children carry out a detailed study of coastal geography. This introduces children to the geography of coastal environments and provides children with the opportunity for in-depth coastal fieldwork.
* In Lower Key Stage 2, children continue with essential skills and knowledge projects. Teaching these projects enables children to further develop their skills, knowledge and understanding of key geographical aspects and concepts and prepares them to study more thematic geography projects in the following term. In Year 3, children study the project Rocks, Relics and Rumbles, which explores physical features and geographical phenomena, including earthquakes and volcanoes. In contrast, in the spring term of Year 4, children carry out a detailed study of the physical features of mountains and rivers, which includes opportunities for in-depth fieldwork.
* In Upper Key Stage 2, children again continue with essential skills and knowledge projects. Teaching these projects in Years 5 and 6 enables children to develop their skills, knowledge and understanding of key geographical aspects and concepts and prepares them to study more thematic geography projects in the following term. In Year 5, children study the seasonal project Sow, Grow and Farm, which explores farming, agriculture and rural land use. In the spring term of Year 6, children study the polar regions in the project Frozen Kingdoms. The project includes an in-depth analysis of the characteristics of these regions, including environmental issues.

**IMPACT**

At Willow Primary Academy, pupils will leave KS2 with a strong knowledge of their local area and a confidence of the location of other countries and cities around the world. All pupils will be able to discuss and recall a variety of events and where they happened in the world, as well as explain aspects of human and physical geography and confidently use maps and atlases (physical and digital). Well-constructed and well-taught lessons provide pupils with opportunities to research and apply skills independently – skills essential for lifelong learning.  Knowledge and skills will have developed progressively to not only enable them to meet the requirements of the National Curriculum but to prepare pupils to become competent geographers in secondary education.  We want pupils to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.

**Long Term Plan – 2022 – 23**

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|  | **Term 1** | **Term 2** | **Term 3** |
| **FS** | Me and My Community  | Sparkle and Shine | Winter Wonderland | Ready Steady Grow | Animal Safari | On The Beach |
| **Year 1** | Our Wonderful World | Bright Lights, Big City |  |
| **Year 2** | Let’s explore the World | Coastline |  |
| **Year 3** | Our Planet, Our World | Rocks, Relics and Rumbles |  |
| **Year 4** | Road Trip USA! |  | Misty Mountains, Winding Rivers |
| **Year 5** | Investigating our World | Sow, Grow and Farm |  |
| **Year 6** | Our Changing World | Frozen Kingdom |  |