

National Curriculum 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.

National Curriculum 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.

SCHOOL KEY DRIVERS

Oracy to place speech and communication at the heart of our curriculum enabling our children to speak confidently, appropriately and sensitively, learning through talk and deepening understanding through dialogue.

Diversity to develop our children's horizons and understanding of a variety of lifestyles within a broad, cultural curriculum

Community to develop our wish to be a central part of the local, national and world community

Environment to continue to reinforce that we value the environment and feel passionate about its management

Enquiry to encourage our children to be inquisitive, to ask questions and be resourceful, persistent and independent in their learning.

Risk because children need to learn to assess and manage risks by having fun and a little bit of danger!

Enterprise to support our children in developing more independence and the opportunity to show initiative

National Curriculum Content: Knowledge

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

Working hard to ACHIEVE our best

A	Aiming high through an Active curriculum which is Accessible to all in order to Achieve the very best that we can
C	Challenging ourselves within a culture of Care, Cooperation and Community
H	Helping each other to achieve within a Happy, Healthy and Hard-working environment
I	Inspiring others to be Independent, Involved and ever Improving
E	Expecting the very best of ourselves and others and always aiming to be Excellent in all that we do
V	Valuing every individual and providing Varied learning experiences
E	Encouraging everyone through our Enthusiasm and Eagerness to be our very best

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.

Spiritual, Moral, Social and Cultural development through the teaching of Geography

Spiritual

Geography supports spiritual development by promoting a sense of wonder and fascination with the physical and human world. An understanding of scale is an important aspect of Geography and how small changes in climate can have far reaching consequences. Understanding that all life is linked together and create the processes that make Earth the only known inhabited planet.

Moral

Geography supports moral development by looking at a range of moral issues such how the development of cities have put pressure on wildlife. We cover moral issues of an ever increasing population and the different approaches taken by countries to tackle the problem. We explore issues of poverty and the moral dilemma of importing food and the consequences of it on global warming.

Social

Geography supports social development because social issues are common themes within geography. Children discuss issues such as global warming with an emphasis on how they can make a difference by making small changes to their lifestyles.

Cultural

Geography supports cultural development by helping children to understanding different cultures. Through geography children look at how different cultures and beliefs can impact on the environment and human issues. Children look at different places such as Egypt, Italy and Greece and are introduced to their customs and traditions allowing pupils to develop their humility and an understanding of the world as a global community.

