



## SUMMARY OF APPROACH TO GEOGRAPHY NEW END PRIMARY SCHOOL



### Intent

The aim of New End has been to develop an ambitious curriculum which enthuses and engages children in Geography.

Geography is essentially about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The Geography curriculum enables children to develop knowledge and skills that are transferable to other curriculum areas. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. Our intent is to inspire in children a curiosity and fascination about the world and people within it; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Our curriculum aims are:

TO revisit key themes and concepts that can both broaden, and deepen children's geographical knowledge.

To teach geographical content to create an interest and knowledge of our locality and how it differs from other areas of the world..

To build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

To develop a growing understanding of geographical terms and vocabulary.

### By the end of KS2:

Children will have had the opportunity to explore and investigate the strands that run through the National Curriculum:

- Place knowledge
- Locational knowledge
- Human and physical geography
- Geographical skills and fieldwork

Pupils should have learnt how to glean information from evidence in the form of both primary and secondary sources and use the basic process for geographical enquiry of asking questions, providing evidence and coming to conclusions.

## Implementation

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish and to achieve their potential. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensure that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Existing knowledge is checked at the start of each new topic. This ensures that teaching is informed by the children's starting points and takes account of pupil voice. Lesson content and tasks are designed to provide appropriate challenge to all learners, in line with our commitment to inclusion.

Geography is taught via weekly lessons in half termly topics, alternating curriculum time with History. Children engage in independent, paired and group work. The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom. School trips and fieldwork are provided to give first-hand experiences, which enhance children's understanding of the world beyond their locality.

**Please see curriculum overview below.**

## Impact


An enquiry-based approach to learning will allow teachers to assess children against the National curriculum expectations for Geography. The impact of our planned scheme of work can be constantly monitored through both formative and summative assessment opportunities.

Opportunities for children to present their findings using their geographical skills will form part of the assessment process in each unit.

After implementing New End's Geography scheme, pupils should leave school equipped with a range of skills and knowledge to enable them to study Geography with confidence at Key stage 3. We hope to shape children into curious and inspired geographers with respect and appreciation for the world around them alongside an understanding of the interconnection between the human and the physical.

By the time pupils leave New End:

- They will be confident and can talk knowledgeably about what they have learned in Geography using subject specific vocabulary;
- Pupil discussions show that they enjoy Geography and are able to recall their learning and knowledge over time, making links between units of work;
- Work in pupil exercise books demonstrates that Geography is taught with opportunities for pupils to work at a greater depth;
- Pupils make sustained and rapid progress across both key stages,
- Work is of high quality, with pride taken and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.
- They will meet the end of key stage expectations outlined in the National curriculum for Geography.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	<b>Antarctic: What would it be like to live in a frozen country?</b> Compare Antarctic to England Different climates Survival skills Earnest Shackleton and Matthew Henson study		<b>Map Skills: What buildings are in my local area?</b> What is a map? Who uses a map? Finding our school on a map Finding our local church on a map		<b>Desert: What makes the desert different to England?</b> Extreme heat how to survive Activities they do in the desert What is the weather like in the desert?	
Year 1	<b>Our Local Area: How do I get to school?</b> Simple directions Simple routes Simple maps Constructing simple symbols in a key		<b>Village Life: Is Hampstead a village?</b> Countries Capital Cities Urban or rural? Compare Hampstead village with a rural village		<b>The World: Where have you been, Barnaby Bear?</b> Focus on Egypt Continents & Oceans Case studies: Individual Continents	
Year 2	<b>The British Isles: where on the globe are we?</b> Human & Physical geography skills Map skills Use geographical symbols & keys		<b>Hong Kong: how is it different to where we live?</b> A local-scale study of a non-European country.		<b>Climate: What's the weather like where you are?</b> Identify hot and cold areas of the world in relation to Equator, North and South Poles	
Year 3	<b>Mountains: How do Europe's highest peaks features compare?</b> Locate/label mountain ranges on a map Research mountain ranges Different types of mountains		<b>Rivers: How do rivers form?</b> Comparison focus on The Thames and The Seine: Journey of a river from the hills to the sea The source of the river Thames v Seine Features of a river		<b>Europe: What can we find out about our continent?</b> -Countries in Europe -Capital Cities in Europe -France Case Study -Flags of Europe	

Year 4	<b>Comparative Study UK &amp; Italy:</b> <b>What are the similarities and differences between physical features in UK and Italy?</b> Geological features Rivers Landscape Climate		<b>Comparative Study UK &amp; Italy:</b> <b>What are the similarities and differences between human features in UK and Italy?</b> Landmarks Land use Trade links Population		<b>Food Trade: What trade takes place around Europe?</b> Origin of products Chocolate Supply chains Banana trade	
Year 5	<b>North America:</b> <b>Is there more to North America than the USA?</b> Climate zones, biomes and vegetation belts, rivers, mountains. Types of settlement Land use Trade links Distribution of natural resources		<b>South America:</b> <b>Is there more to South America than the rainforest?</b> Climate zones, biomes and vegetation belts, rivers, mountains. Types of settlement Land use Trade links Distribution of natural resources		<b>Rainforests:</b> <b>Where can I find a rainforest?</b> Location Climate Living in the rainforest Animals not in the rainforest Importance of rainforest What is happening to the world's rainforests?	
Year 6	<b>Exploring Shackleton's Antarctica: Success or heroic failure?</b> Locating and mapping Longitude & latitude Human and physical features Seasonal change Time zones Journeys		<b>South Africa:</b> <b>What can we find out about South Africa?</b> human and physical geography of SA link to UK and farming Study and analyse HDI and GDP. Terms GDP and HDI Developing and developed countries UK and South Africa graphs related to standard of living relationships between natural resources and the economy			<b>Geographical Skills (KS review)</b> Use maps etc. Use the compass, grid references, symbols and key (including of OS maps) Use fieldwork Locate the world's countries: environmental regions, key physical and Human characteristics, major cities.