

## Geography

Intent	Implementation	Impact
<p>At St. George and St Martin Catholic Academy we intend to provide a broad geography curriculum which aims to teach skills and deepen children's understanding of geography. We aim to inspire children to enquire and develop an interest in their local area. We hope children will be proud of Staffordshire and develop an understanding of the features in our area e.g. The Roaches, Tittesworth Reservoir, Staffordshire's canals and human features of our 6 towns and bottle banks.</p> <p>At St George and St Martin we believe it is important to use observational skills to first study the geography of our school and its grounds and the key human and physical features of Birches Head and Hanley's surrounding environment. By focusing on the area that children already know, they can gain a solid knowledge of features in an area before building their understanding to study similar or different features in unfamiliar areas.</p>	<p>Geography is taught through cross-curricular termly topics, focusing on knowledge and skills stated in the National Curriculum.</p> <p><b><u>Planning</u></b></p> <ul style="list-style-type: none"> <li>- In KS1 teachers should plan to develop pupils' knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</li> <li>- In KS2 teachers should plan to extend pupils' 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.</li> </ul> <p><b><u>Teaching</u></b></p> <p>-In KS1 pupils will be taught <u>Locational knowledge, place knowledge and human and physical geography</u>. Pupils will be taught this knowledge through <u>geographical skills and fieldwork</u>, including teaching pupils how to use world maps, atlases, globes, compass directions (North, South, East and West), aerial photographs, devise simple maps using basic symbols in a key and use simple fieldwork and observational skills.</p> <p>-In KS2 pupils will be still be taught <u>Locational knowledge, place knowledge and human and physical geography</u>, but this knowledge will extend beyond their local area to include Europe, Russia, North and South America, including discussing the Equator and Tropics. Pupils <u>geographical skills and fieldwork</u> knowledge will extend to them being taught digital/computer mapping, eight points of a compass, four and six-figure grid references, use of Ordnance Survey maps, using sketch maps, plans, graphs, and digital technologies to observe, measure, record and present the human and physical geography of an area.</p> <p><b><u>Learning</u></b></p> <p>Chn will learn a range of skills (see progression of skills table below)</p> <p>From these areas: Locational knowledge, Place knowledge, Human &amp; physical, Basic geographical vocab and Geographical skills and fieldwork.</p> <p><b><u>Assessment</u></b></p> <p>Pupils will be assessed using symphony analysis. Teachers will assess if pupils are working below expected, at the expected level or working at greater depth against the Geography national curriculum objectives.</p>	<p>At St. George and St. Martin we believe that a high-quality geography education should inspire in pupils a curiosity and fascination about the world that will remain with them for the rest of their lives. We believe that if our geography curriculum is taught, then pupils will be equipped with knowledge about diverse places, people, resources and natural and human environments.</p> <p>We believe that pupils will be equipped with life-long skills including map reading, OS symbols, grid references and compass points. These skills will help pupils as they go exploring in the great wide world.</p> <p>We believe that in this ever changing world, pupils should be taught about key debate topics such as pollution and the environment. Only by every person working together can we aim to achieve zero carbon emissions. Therefore it is vital that every pupil is taught how to protect the environment. As a Catholic school it is our mission to protect and preserve the world that God created for us and for many more future generations of pupils.</p>

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### Progression of skills & Objectives to be taught

<b>Key stage 1</b>	<b>Key stage 2</b>
<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>• name and locate the world's seven continents and five oceans</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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)</li> </ul>
<p><u>Place knowledge</u></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p><u>Place knowledge</u></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
<p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>• identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>• use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>	<p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of: <ul style="list-style-type: none"> <li>- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>- 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</li> </ul> </li> </ul>
<p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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 use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>• use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	<p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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</li> <li>• 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.</li> </ul>

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