



Geography Curriculum Rationale

Oreston Community Academy places a deep emphasis on understanding our neighbourhood, our environment and our role as global citizens. Geography is the subject in which pupils make sense of their place in the world and its eco-system. Oreston sits on the doorstep to the beautiful coastline of Plymouth and this superb resource is maximised fully in our curriculum.

Intent

Greta Thunberg said it best when she observed, 'You are never too small to make a difference'. From an early age, we want children to have knowledge of where they live and what impact their presence has. Geography allows children to triangulate not just their physical location but also their customs, traditions and experiences. We teach children the knowledge and skills with which to learn more about the physical and human world. Sustainable development and the impact of climate change upon all our lives is a crucial thread that runs throughout the curriculum.

Geography is structured and designed to be taught in a way that fosters a deep curiosity about the world and its inhabitants.

Key stage 1

Pupils should develop 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.

Pupils should be taught the following:

Locational Knowledge

- ♣ 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

Place Knowledge

- ♣ 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.

Human and Physical Geography

- ♣ 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
- ♣ use basic geographical vocabulary to refer to:
 - ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;
 - ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical Skills and Fieldwork

- ♣ 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

Geography – Key Stages 1 and 2

- ♣ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key
- ♣ 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.

Key Stage 2

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 the following:

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; 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

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.

Implementation

Geography is taught discretely, although it is part of the theme learning, meaning there is immersion of the pupils understanding in a variety of projects. The sequence of learning is developed in a spiral manner where children start their learning in their own locality and then branch out geographically, further and further, throughout the key stages, but also revisiting key information as they develop.

In the Early Years Foundation Stage (EYFS), their knowledge of their immediate locality is embedded through local walks and trips around our neighbourhood. We extend it in Year 1 for children to understand that they are not just a member of a community but also a citizen within a city (Plymouth) and that London is the capital city of our country. They then spiral back to their locality in Year 2 but this time, look at our coastline and physical features. As they transition into Year 3, they 'come inland', follow the estuary of the coast, upstream to our local rivers and learn about water cycles, rocks and soils. In Year 4, they make an international comparison with the USA (an important country to have knowledge of, as they will be learning about the USA as a military ally when they are in Year 6). In Year 5, the children again spiral back to local understanding of our environment and how we can become better custodians of it. Pollenize CIC visit the children to teach them about the location of urban beehives in Plymouth and we use ordinance survey maps to plot them. In Year 6, this idea of being an environmental custodian is extended to one of a global role, as the children learn about the melting ice caps in both the Arctic and Antarctic.

Impact

The impact of the curriculum is designed to give children a deep well of knowledge and skills with which to draw on as global citizens. They will know about their role locally and internationally and through this, develop their cultural, moral, ethical, spiritual and social understanding. Social Enterprises such as Pollenize CIC, Plymouth University and our PFOA are all key parts of developing and extending their knowledge and skills in this subject.

Geography in the Early Years

Understanding of the World is how the EYFS frames the Geography experience, as they learn about people and communities. From Nursery, children start to think about themselves as an inhabitant of a community and also who else lives in this neighbourhood. The physical world around them is also looked at an environmental level, meaning that from an early age, they are evaluating their impact upon the eco-system. Recycling, reusing and reducing are all concepts that are positioned within the EYFS learning experience.

Outdoor learning is also a means to encourage exploration of the natural world: we model how to be custodians of our environment and care for the living things with which we share this world. We begin to think about how we can improve life for all living things.