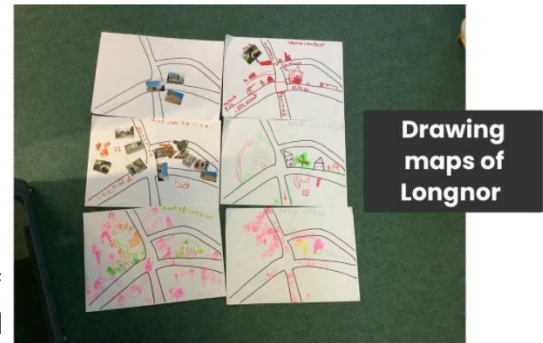


Geography at St Bartholomew's CE (VC) Primary School

'Nurture, Grow, Flourish'



At St Bartholomew's CE (VC) Primary School, Geography learning teaches children about the world in which they live and how it has changed over time. Our Geography curriculum is based on our school vision and values and our curriculum intent.



Our Geography Curriculum focuses on acquiring facts and knowledge as well as developing the geographical skills of map and fieldwork. We teach children about larger global concepts such as humankind, place, significance, processes and change. We also strive to develop oracy and geographical vocabulary

The teaching of Geography meets the requirements of the National Curriculum. Due to our mixed-age classes, our topics have been carefully planned on a rolling curriculum. We also aim to take advantage of our beautiful rural surroundings through our programme of study.

The Geography element of our school curriculum aims to inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Our Geography curriculum enables children to develop a sense of place, whilst exploring, investigating and understanding the man-made and natural processes that impact on our planet. We aim to 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. We want our children to gain confidence and practical experiences of geographical knowledge, understanding and skills that explain how the Earth's features at different scales are shaped, interconnected and change over time. We achieve this through a variety of learning experience which include: trips, visitors and local field work.



Early Years Foundation Stage

At St Bartholomew's C.E. Primary School the children we promote a love of learning about their surroundings right from their entry into the Early Years. They begin by looking at their school surroundings and environment. Here they investigate areas they like and dislike and what they could do to improve their local area. Children begin to discover where their environment fits in with the wider world as they look at simple atlases and globes. This learning fits in with the 'Understanding the World' area of the Early Years curriculum.

Key Stage 1

During Key Stage 1 the children will investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs.

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Additionally, the children should develop knowledge about the world, the United Kingdom and their local area. 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.

The children will develop their locational knowledge; they will learn to name and locate the world's seven continents and five oceans. In addition, they will learn to name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

They will also develop a greater understanding of place by comparing the 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. The specific geographical locations selected for these comparisons will be selected to link to other areas of the curriculum to allow for cross-curricular work and development.



In addition to developing children's locational and place knowledge, they will have the opportunity to learn about human and physical geography. During this study, they will 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. They will also begin to use geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and key human features (city, town, village, factory, farm, house, office, port, harbour and shops.)

Children will develop geographical skills and fieldwork skills, through these three areas of study, where they learn to use world maps, atlases and globes; simple compass directions; aerial photographs and plan perspectives to recognise landmarks and basic human and physical features and to use simple fieldwork and observational skills to study the geography of their local area.

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Key Stage 2

During Key Stage 2, the children extend and develop their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America; studying the location and characteristics of a range of the world's most significant human and physical features. They continue to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

They extend their locational knowledge when they learn to locate and name European countries as well as North and South America countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. In addition to this, they extend their locational knowledge to be able to name and locate counties and cities of the United Kingdom, describing key geographical regions, human and physical characteristics, key topographical features and land-use patterns. This is further extended to identify the position and significance of latitude, longitude, the Equator, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle and the Greenwich Meridian and time zones.

They will build on their understanding of place by comparing the geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom, a region of a European country and a region within North or South America.

In Key stage 2, human and physical geography knowledge is extended to allow children to develop an understanding of aspects of physical geography (investigating climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle) and human geography (learning about types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water.)

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Children will continue to develop geographical skills and fieldwork skills, through these three areas of study, where they learn to use maps, atlases and globes and digital/computer mapping; eight-point compass directions; four and six-figure grid references, symbols and keys and the Ordnance Survey maps. They will also 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.



Impact

As children progress through St Bartholomew's C.E. Primary School they develop a deep knowledge, understanding and appreciation for their local area and its place within the wider geographical context. Children will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments. Children learn about careers related to Geography from members of the local and wider community with specialist skills and knowledge through visits and outings, ensuring that all children are well prepared for their next steps in education and learning.

Inclusion

We aim for all children to be able to access the Geography curriculum and that we adapt our teaching and the curriculum to meet the needs of our pupils.

We teach Geography to all children, whatever their ability or individual needs. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Geography teaching we provide learning opportunities that enable all pupils to make progress. We strive to meet the needs of pupils with special educational needs, disabilities, English as an additional language and those demonstrating special gifts and talents. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. We use a range of strategies to support pupils. A few of these, particularly relevant to Geography are:

- The use of appropriate vocabulary at varying levels of difficulty during lessons;
- Modified text passages as expected in other curriculum areas;
- Different levels of written or oral questions for pupils investigating photographic or other visual material;
- Careful use of support for pupils with English as an additional language;
- Setting common tasks which are open-ended and can have a variety of responses;
- Using adapted or specialist equipment;
- Adaptions to meet the individual needs of pupils that may cause barriers to learning.

Christian Distinctiveness

We offer children in our school many opportunities to examine the fundamental questions in life through the medium of Geography. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet. We encourage the children to reflect on the impact of mankind on our world, and we introduce the concept of 'stewardship' in relation to sustainable development. Through teaching about contrasting localities, we enable the children to learn about possible inequalities and injustices in the world. We help children to develop their knowledge and understanding of different cultures, so that they learn to avoid stereotyping other people, and acquire a positive attitude towards

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others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development.

Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study.

*The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together “– **Barack Obama***