

## St Edmunds Catholic Primary School Geography









**Intent** 

At St Edmund's school we aim to foster curiosity and fascination of the world, to provide pupils with an opportunity to study the world, the human and physical processes which help to shape it through the teaching of four key strands (place knowledge, locational knowledge, human and physical features and geography skills). Pupils will have opportunities to study their local area and contrast it with places around the world.

We believe that Geography enables children to gain a greater understanding of the lives and cultures of people from around the world.

It is our aim that all children will develop an interest in, and curiosity about their surroundings,

- increase their knowledge and understanding of place in a local, regional, national, international and global context,
- develop knowledge and understanding of the physical and human elements of geography,
- be given a sense of responsibility for the environment and the people of the world we live in,
- expand their competence in geographical skills and
- Stimulate their enquiring minds to undertake investigation, problem solving and decision making.

We also aim to further enrich pupils learning by providing opportunities for pupils to celebrate their own cultures, learn about different cultures and countries and develop an awareness of global issues through international activities and cross curricular links to other subject areas such as Religious Education.

## **Implementation**

At St Edmund's School Geography is taught both as a discrete subject, as well as cross curricular where appropriate. The foundation stage topics are arranged to ensure coverage within the EYFS statutory framework, whilst KS1 and KS2 follow the national curriculum objectives for each subject. This ensures that there is continuity and progression throughout the school and enables pupils to build upon existing knowledge.

Geography is taught in a variety of methods including through practical investigative work, cross curricular links, exploration, demonstration and research. Teachers use their flair, enthusiasm, professional knowledge and judgment to identify the most suitable, enjoyable and safest methods appropriate for the work being conducted. Enrichment activities, visits and activities to support the International School Award further support pupils understanding of the world in which we live, respect for different cultures and beliefs and provides our pupils with opportunities to celebrate the different cultures we have within our own school community

Planning is arranged into long, medium and short term units. Planning is used to set clear learning objectives and achievable goals, work is matched to pupils' abilities, experience and interests to ensure continuity, progression and subject coverage throughout the school – it also enables staff to evaluate and assess pupil progress, future planning and criteria for the evaluation of teaching and learning. We also have strong links between the teaching of geography and other areas of the curriculum such as English with many of the skills taught in geography being transferable to other areas of the curriculum.

Pupils have access to different resources to support the teaching and learning of Geography.

Assessment and record keeping is an integral part of our teaching and learning. Children's written work provide records/evidence of pupils' achievements and progress which is subsequently reported to parents. At the end of the year pupil's attainment is reported to parents based on whether they are working towards criteria for the expected standard, working at the expected standard or working at a greater depth within the expected standard. The geography subject lead monitors the subject regularly through planning, book scrutiny, display, teacher and pupil discussion in order to ensure coverage and progression year on year.



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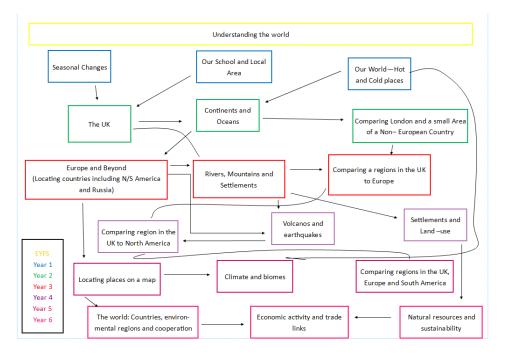
## **Impact**

We want all pupils to leave St Edmund's School having met the geography aims outlined above; having reached age related expectations and having fostered a curiosity and interest in the subject as they move onto secondary school. In addition we hope that effective geography teaching will have contributed to our whole school vision that pupils become effective communicators, active contributors, aspirational independent learners, healthy in body and mind.

### If you were to walk into a Geography lesson at St Edmund's school, you would see:

- Use of key vocabulary, questioning and a range of different resources (globes, maps, atlases, laptops, high quality texts) to support pupils learning.
- Pupils engaged in different activities and discussions showing curiosity about the world they live in.
- Use of trips, the local area and school environment to engage pupils and develop practical fieldwork skills.

### Topic links



## An example of progression within our geography curriculum

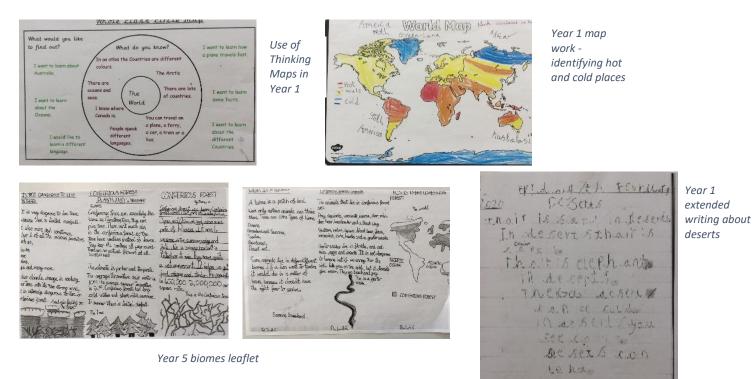
The World (Location and place knowledge)						
Reception:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can talk about the features of my immediate environment.	I can make simple observations about my local area including what the weather is like each day. I can identify hot and cold places in relation to the Equator, North Pole, and South Pole on a world map.	I can identify the four countries of the UK and their seasonal and daily weather patterns, I can name and locate the continents and oceans on a world map.	I can name and locate some of the countries of Europe, North/South America and Russia. I can identify and describe how a region of the Uk and Europe (more familiar place) are similar and different.	I can apply my knowledge of the world map, focusing on the UK and North America and make more detailed comparisons between places that are less familiar to me.	I can use a world map to 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.	I can embed my knowledge of the world map, naming many countries around the world using longitude and latitude, learn more about how borders have change and how places on the world map are interconnected. I can recognise and describe how countries cooperate with each other and their economic and trade links.



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### **Examples of learning**



#### Pupil voice

Year 1: "I enjoyed learning about hot and cold places"

"I liked looking at the atlases"

Year 2: Learning about India "We learnt to say different words in Hindu"

"We liked learning about how people lived"

Year 3: The environment (global issue) "I learnt that plastic you put in the bin goes to a landfill"

Year 5: "We learnt about different biomes - tropical rainforests"

#### Successes

- International activities including international links with schools in America and France and our yearly International week where pupils and parents participate and celebrate their own cultures and talents.
- International Award reaccreditation July 2021
- Our community links through trips and visits, parental involvement and supporting local charities such as CAFOD helping pupils to develop their global understanding of the world.

### Priorities for 2021-2022

- Monitor teaching of Geography across the school using updated whole school curriculum map to ensure consistency and progression of knowledge, skills and vocabulary.
- Review provision including memorable learning experiences and opportunities for the children in each year group learning hooks for the children.