

## Geography at Holy Family RC Primary School

“In the beginning, God created the heavens and the earth.” Genesis 1:1

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| <p>Aim</p>            | <p><b>Inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.’ (DfE, 2013)</b></p> <p>Through liaising with KS3 specialists’ subject leaders are aware of pupils’ next stages. In every subject we aim to develop knowledge of cultural diversity and raise aspirations. Pupils will be prepared pupils for key stage 3 geography curriculum. We aim for our pupils will develop a curiosity about the world around them and beyond, to be inquisitive and question, understand and appreciate both human and physical geography and their impact on the environment.</p> <p>‘We need to make sure we have <b>procedural</b> knowledge for deeper understanding too’ (knowing <u>how</u> to do something) – Geographical Association</p>  |
| <p>Overview</p>       | <p>In studying geography as a discipline, pupils will:</p> <p>think about geographical questions using concepts of place, scale, diversity and variation over space, change, interaction and relationships; pupils tackle questions in which they solve problems concerning place, pattern, position and processes;</p> <p>collect, analyse and communicate with a range of data gathered through experiences of fieldwork that develop their geographical skills and deepen their understanding of geographical processes;</p> <p>interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and digital technologies;</p> <p>communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p> <p>The following threads are interwoven through the school’s curriculum to develop these skills.</p> <ol style="list-style-type: none"> <li>1. Place<br/>What is it like, what happens there, how it changes, emotion response.</li> <li>2. Space<br/>Location, distribution, patterns and network connections, layout.</li> <li>3. Scale<br/>Local, regional, national, continental, global.</li> <li>4. Environment<br/>Physical and human processes, actions and features, change.</li> <li>5. Environmental impact<br/>Interactions, disparity, connections, social identity, values.</li> <li>6. Cultural awareness<br/>Diversity, disparity, connections, social identity, values.</li> <li>7. Interconnections<br/>Links between features, places, events and people.</li> </ol> |
| <p>Implementation</p> | <p>The curriculum is mapped out with concepts and key knowledge related to The National Curriculum divides subject content into 4 main areas; Locational Knowledge, Place Knowledge, Human and Physical Geography, and Geographical Skills and Fieldwork including map skills. Within these areas there are many interconnections with the key concepts; space, place, scale, environment (human and physical processes), interconnections, cultural diversity and sustainability.</p>   |

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|        | <p>Allowing children to explore geography in their own self-led way supports this development in early years. We introduce geographical knowledge, concepts and skills to our children in Key Stage 1, before building and expanding on these in more depth in Key Stage 2 whilst gradually incorporating digital literacy and developing global competency skills.</p>   |
| EYFS   | <p>In EYFS, children are naturally curious about the world around them and are keen to learn more about what they may see every day.</p>  |
| KS1    | <p>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.</p>   |
| KS2    | <p>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.</p>  |
| Impact | <p>Readiness for next stage; pupils are ready to access the key stage 3 geography curriculum.<br/> Knowledge, skills and understanding secure in that pupils will have secure <b>substantive</b> geographical knowledge. This helps pupils to group, classify, connect, explain about environments and provides facts about places, (settlements, human features, physical processes such as erosion, deposition, biomes, water and climate, trace, rivers, etc.)</p> |