



St Mary's  
Catholic Primary School and Nursery

## **GEOGRAPHY SUBJECT STATEMENT**

### **CURRICULUM AIMS**

At St Mary's we shape our curriculum so that all pupils are provided with high quality teaching and learning, with Jesus Christ at the centre of all we do. We aim to teach pupils how to grow into positive, responsible citizens, who can work and co-operate with others while developing the knowledge and skills to achieve their true potential.

*"The Christian life is a call to a deeper communion with God and with one another, and this finds particular expression in our schools, which are rightly recognised as being families themselves, where no one is a stranger and where everyone, whatever his or her background or academic ability, is welcomed, treasured, supported and helped to become the person whom God calls them to be."*

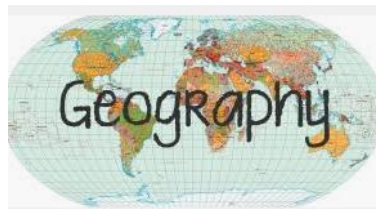
Bishop Malcolm MacMahon.

We aim to provide a Catholic Christian education based on the life and teaching of Jesus Christ, in which the values of the Gospel underpin all aspects of school life;

To provide a friendly, nurturing environment in which the dignity of each person as a child of God is recognised and developed; and to promote the full potential of each child through a curriculum which develops spiritual, academic, creative, social and emotional growth;

To provide a curriculum which is enriching and challenging, where pupils experience the opportunity to learn in a wide range of contexts.

### **INTENT**



'Geography is a subject which holds the key to our future.'

*Michael Palin*

At St Mary's, our aim is to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills; and for the children to develop a love for geography.

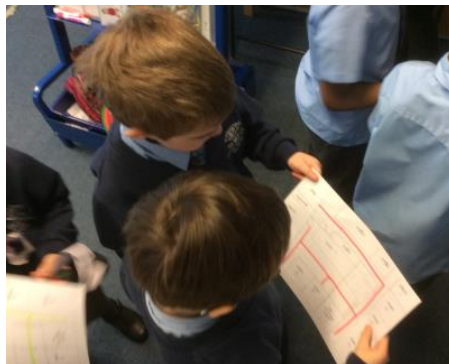
In addition, we aim to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

(The 2014 Primary National Curriculum in England)

Geography teaching at St Mary's has a wide application to everyday life, teaching the pupils to enjoy learning about the world and to have a better understanding of how people live in different locations. Our curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at St Mary's Catholic Primary School.

The aims of teaching geography in our school are:

- to inspire pupils' curiosity to discover more about the world
- to enable pupils to know about the location of the world's continents, countries, cities, seas and oceans.
- to develop in our pupils the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- to help our pupils understand how the human and physical features of a place shapes a location and can change over time
- to provide opportunities to study mathematics across the curriculum through geography lessons



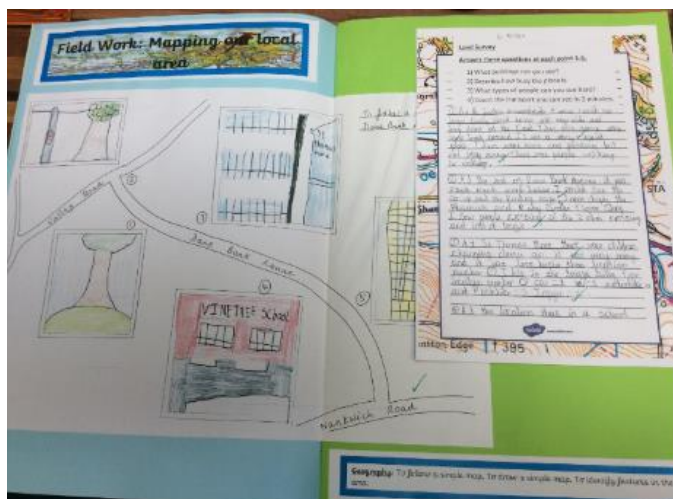
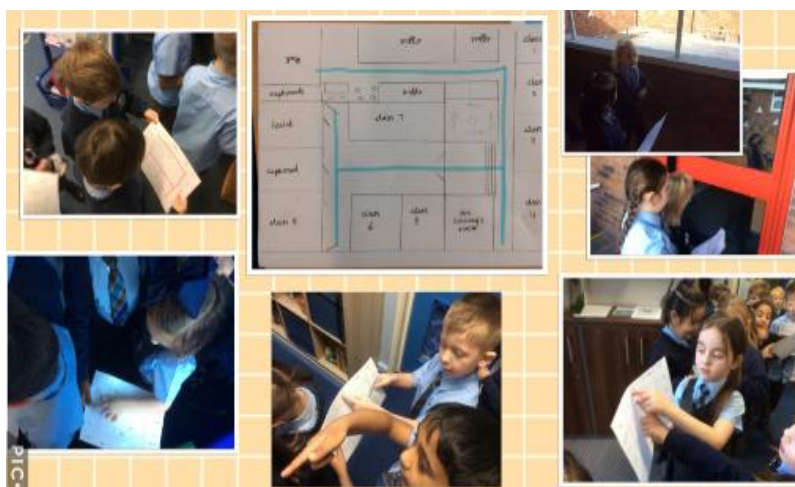
## IMPLEMENTATION

To ensure high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught well focusing on knowledge and skills stated in the National Curriculum. At St Mary's, we ensure that geography is given a strong presence in the curriculum, as we feel this is important in enabling our children to gain 'real-life' experiences.

The geography curriculum at St Mary's is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and taught in each Key Stage. Teachers plan lessons for their class using our online tracking system, Classroom Monitor, which ensures knowledge and skills are progressively taught across the school. Teachers use this document to plan their geography lessons to ensure that they align to their class's interests and what they want and need to learn. Teachers have also been provided with a Progressive document that ensures the curriculum is covered and the skills/knowledge taught build up sequentially from year group to year group.

When teaching geography, the teachers consider the interests of their pupils to ensure their learning is engaging, broad and balanced.

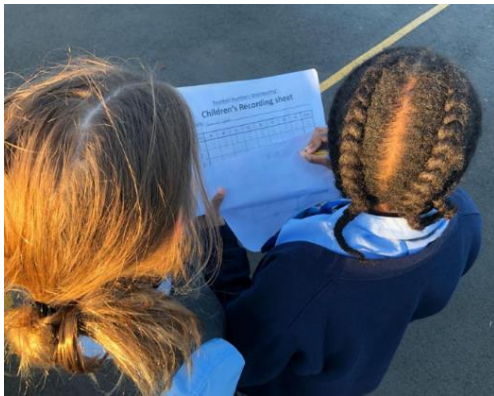
Geography teaching focuses on enabling children to think as geographers. A variety of teaching approaches and assessments are used based on the teacher's judgement.



Geography provides excellent opportunities to enhance the learning of more-able pupils through the investigations, analysing sources and writing extending pieces.

## Fieldwork

At St Mary's we provide a variety of opportunities for geography learning inside and outside the classroom. Fieldwork involves pupils studying geography outside the classroom – observing, questioning, planning, collecting, recording, evaluating, representing, analysing, concluding, communicating, reflecting and responding. Fieldwork is first-hand experience of actual situations. For example, Nursery will complete a 'Wellie Wednesday Walk around the school grounds, Year 1 will walk around the school and draw simple maps whereas Year 5 will follow a simple map and create an accurate map of an area. Key Stage 2 also use Ordnance Survey Maps within other areas of the curriculum such as Maths and Physical Education.



Educational visits are another great opportunity for our staff to plan for additional geography learning outside the classroom. At St Mary's, the children have a number of opportunities to experience geography beyond the classroom. The children have explored the local area including orienteering within the school grounds and conducting river studies in our forest area, Shady Hollow and using map reading skills during residential trips.





## EYFS

The EYFS framework is structured differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. Children will learn through first-hand experiences to explore, observe, problem solve, predict, think critically, make decisions and talk about the creatures, people, plants and objects in their natural environment. Children will explore the strand 'Understanding of the World' through different exciting concepts such as walks around the school, school trips, living things. The Early Years Framework is where a child begins to gain a wider experience of the world around them.



## INCLUSION

All children receive Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. In addition, our school offers a vibrant, demanding and varied curriculum, providing all our pupils with a range of opportunities in order for them to reach their full potential, enjoy and achieve regardless of their starting points.

# IMPACT

Within geography, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.

Our geography curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work. Pupils will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments.

We measure the impact of our curriculum through the following methods:

- Assessing children’s understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children’s practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Staff meetings where pupil’s books are scrutinised and there is the opportunity for a dialogue between teachers to understand continuity and progression
- Annual reporting of standards across the curriculum.
- Marking of written work in books
- Displays

**All Around the World**

**Key Words:**  
**Country:** A country is part of a continent, which itself is part of the earth.  
**Continent:** A continent is a massive area of land that is separated from others by water or other natural features. There are seven continents on Earth.  
**Ocean:** An ocean is a huge body of salt water. Oceans cover nearly 71 percent of Earth's surface. They contain almost 99 percent of all the water on Earth. There is one world ocean, but it is divided into five main areas: the Pacific, the Atlantic, the Indian, the Arctic, and the Southern, or Antarctic.  
**Climate:** Climate is the average measurements of temperature, wind, moisture, snow, and rain in a place over the course of years. Climate is like the weather, but over a long time.  
**Equator:** An equator is an imaginary line around the middle of a planet. It is halfway between the North Pole and the South Pole. An equator divides the planet into a Northern Hemisphere and a Southern Hemisphere. The Earth is widest at its Equator.

**All Around the World**

1. How many of the world's five oceans can you name?  
 \_\_\_\_\_

2. Label the world's seven continents.

3. Tick the sentence which best describes what climate means.  
 Climate is like the weather, but over a long time.  
 Climate is the average amount of wind over the course of a long time.

4. Use four animals that can be found in the Arctic.  
 \_\_\_\_\_

5. What helps a polar bear to keep warm in the Arctic?  
 \_\_\_\_\_

6. Use four animals that can be found in the desert?  
 \_\_\_\_\_

7. Why can a camel survive in the desert heat?  
 \_\_\_\_\_

8. Match the sentence to the map.

Henry Pile: The purpose of the expedition was to find out more about the animals, the weather and the food of Antarctica.  
 Christopher Columbus: He sailed across the seas and after 36 days, one man spotted an island, it was in the Bahamas.  
 Marco Polo: He travelled to the Far East with his uncle and father in search of silk.

**WHO LIVES THERE?**

The display board includes a map of the United Kingdom and several handwritten notes and illustrations. The notes include: 'The capital city of the United Kingdom is London', 'The national flag of the United Kingdom is the Union Jack', 'The national bird of the United Kingdom is the Red Admiral', 'The national flower of the United Kingdom is the Rose', 'The national tree of the United Kingdom is the Oak', 'The national animal of the United Kingdom is the Unicorn', 'The national drink of the United Kingdom is the Pilsener Beer', 'The national sport of the United Kingdom is the Football', 'The national game of the United Kingdom is the Chess', 'The national hobby of the United Kingdom is the Gardening', 'The national pastime of the United Kingdom is the Cricket', 'The national game of the United Kingdom is the Football', 'The national sport of the United Kingdom is the Football', 'The national game of the United Kingdom is the Chess', 'The national hobby of the United Kingdom is the Gardening', 'The national pastime of the United Kingdom is the Cricket'. There are also illustrations of a lighthouse, a castle, a ship, and a train.

**Oceans of the World**

Pacific Ocean: The Pacific Ocean is the largest body of water in the world.  
 Atlantic Ocean: The Atlantic Ocean is the second largest body of water in the world.  
 Southern Ocean: The Southern Ocean is the southernmost body of water in the world.  
 Arctic Ocean: The Arctic Ocean is the northernmost body of water in the world.  
 Indian Ocean: The Indian Ocean is the third largest body of water in the world.

Geography - To name and locate the world's five oceans.