

Geography

Intent

"A high quality geography education should inspire in pupils a curiosity and fascination about the world that will remain with them for the rest of their lives." DfE

Our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Our school is situated in Rural Oxfordshire, with woodland, rivers and Wythymean Nature Reserve nearby. We take full advantage of our beautiful surroundings. Children investigate a range of places - both in Britain and abroad - to help develop their knowledge and understanding of the Earth's physical and human processes.

We are committed to providing children with opportunities to investigate and make enquiries about their local area, so that they can develop of real sense of who they are, their heritage and what makes our local area unique and special. We also develop the children's ability to apply geographical skills to enable to confidently communicate their findings and geographical understanding to a range of audiences.

Through high quality teaching, we develop the following essential characteristics of geographers:

- An excellent knowledge of where places are and what they are like, both in Britain and the wider world;
- An comprehensive understanding of the ways in which places are interdependent and interconnected;
- An extensive base of geographical knowledge and vocabulary;
- Fluency in complex, geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques;
- The ability to reach clear conclusions and explain their findings;
- Excellent fieldwork skills as well as other geographical aptitudes and techniques;
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment;
- A genuine interest in the subject and a real sense of curiosity about the world and the people who live here.

Implementation:

Teachers plan the following:

- A cycle of lessons for each subject, which carefully plans for progression and depth concentrating on the geographical skills suited to the age group;
- Challenge questions for pupils to apply their learning in a philosophical/open manner;
- Trips and visiting experts who will enhance the learning experience;

Impact:

Our Geography Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school;
- Pupil discussions about their learning;

SMSC Links**Spiritual**

- Find out about people in other parts of the world and the way they live, finding similarities and differences.
- Learn about different places in the world that are of spiritual significance to a variety of religions.
- Experience awe and wonder at the natural world.
- Reflect on the earth's origins physical geography.

Moral

- Consider how people treat the environment; posing questions such as 'How are we changing our surroundings - are some things for the better and others for the worst? Who should look after our environment?'
- Recognise what is right and wrong, such as Fairtrade and who benefits from it.
- Discuss climate change.
- Reflect on the fair/unfair distributions of Earth's resources.

Social

- Learn about how Britain has been shaped by different groups from other parts of Europe and beyond.
- Explore sustainable living.
- Provide positive and effective links with the community.
- Consider social responsibility in the environment such as parking issues around school.

Cultural

- Celebrate diversity through cultural days, learning about different parts of the world.
- Cultural theme days- learning about different parts of the world.
- Study people to reflect on the social and cultural characteristics of society.
- Explore cultures that have had, and still have an impact on the local area.

British Values

The Geography curriculum aims to provide children with a fascination of the world they live in and encourage children to be good, active citizens of Britain. The studies of their local areas encourage children to be proud of their culture and heritage and gain an understanding and mutual respect of the multi-cultural society in which they live.

The Geography curriculum enables children to learn more about the countries of the world, including their own. It is through these studies that children learn about democracy and the impact the decisions made by those in power have on specific places. This includes numbers of hospitals in cities, parks and green spaces and also the impact that a rising population has on our world.

Individual liberty is taught and encouraged by teaching children about the environment and how they can make a difference in protecting our world. Through completing fieldwork activities and river studies, children can see the effect that humans are having on our planet and can be empowered to make a change - even if they are standing away from the crowd.

EYFS - Explore the natural world around them.

1	Explore the natural world around them. Encourage enjoyment for the outdoors and a curiosity for the natural world. Describe what they see, hear, and feel whilst outdoors. Recognise that some environments are different from the ones where they live. Create opportunities to discuss how we can care for the natural world. After observations draw pictures and discuss living things such as plants. Know that there are different countries in the world and talk about the difference they have experienced or seen in photos. Begin to understand the need to respect and care for the natural environment and all living things. Develop positive attitudes about the differences between people.
2	Explore the natural world around them. Encourage enjoyment for the outdoors and a curiosity for the natural world. Describe what they see, hear, and feel whilst outdoors. Create opportunities to discuss how we can care for the natural world. After observations draw pictures and discuss living things such as plants. Understand the effect of changing seasons on the natural world around them.
3	Explore the natural world around them and offer opportunities to interact with and describe what they can see, hear and feel. Recognise that some environments are different from the ones where they live. Recognise some similarities and differences between life in this country and live in other countries. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.

4	<p>Explore the natural world around them. Encourage enjoyment for the outdoors and a curiosity for the natural world. Describe what they see, hear, and feel whilst outdoors.</p> <p>Create opportunities to discuss how we can care for the natural world. After observations draw pictures and discuss living things such as plants.</p> <p>Recognise some similarities and differences between life in this country and live in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>
5	<p>Describe what they see, hear and feel including natural processes from hands on experiences.</p> <p>Explore the natural world around them. Encourage enjoyment for the outdoors and a curiosity for the natural world. Describe what they see, hear, and feel whilst outdoors.</p> <p>Draw information from a simple map.</p> <p>Explore the natural world around them making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.</p>
6	<p>Explore the natural world around them. Encourage enjoyment for the outdoors and a curiosity for the natural world. Describe what they see, hear, and feel whilst outdoors.</p> <p>Explore the natural world around them making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.</p>

	KEY STAGE 1	KEY STAGE 2
1	<p>South America (Chocolate growing countries) Name and locate the world's 7 continents and 5 oceans. Understand geographical similarities and differences between a small area of a non-European country. (human & physical) Locate hot and cold areas of the world in relation to the equator and the north and south poles. Use world maps, atlases and globes.</p>	<p>South America and rainforests -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 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 in North or South America physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>
2		
3	<p>UK Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (South Stoke, Oxford, & a coastal region) Identify seasonal and daily weather patterns in the UK. Use simple fieldwork and observational skills to study the geography of the school and its surrounding environment. Observe geography of school grounds.</p>	<p>Italy 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 in North or South America</p>
4	<p>Italy Use basic geographical vocabulary to refer to key physical and human features. Use world maps, atlases and globes to identify places studied. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	

5	<p>Maps Use simple compass directions, locational and directional language to describe the location of features and routes on a map. Devise simple maps and construct basic symbols in a key.</p>	
6		<p>Mountains describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>