# Image result for images for gospel valuesLearning in Geography at St Margaret Mary’s We try to follow Jesus in everything we do.

**Why is Geography important at St Margaret Mary’s?**

Geography is important at St Margaret Mary’s because it helps pupils to understand the world around them, how different places are connected and understand their impact on the environment.

# 3I’s

**Intent**

Our Geography curriculum has been specifically tailored to meet the needs of our school community. It is designed to be broad and balanced, providing all pupils with the opportunity to be curious and wise in their learning and knowledge. To be attentive and discerning in order to make sense of the world around them and give purpose as to why we learn about and from geography. This will help them become faith filled and hopeful in their abilities to change and transform our society.

During their time at St Margaret Mary’s RC Primary School children’s skills and knowledge are developed through an integrated creative curriculum in all phases. This means that they will learn the skills, knowledge and understanding set out in the National Curriculum through an engaging and exciting approach.

During the Early Years Foundation Stage (EYFS), Geography is taught through the area of learning known as “Understanding of the World” as set out in the Early Years Progress Model, in which the children are taught skills and knowledge through areas such as: “Our Natural world” and “Communities and Cultures”. This is delivered through motivating and exciting themes and is part of the creative curriculum.

Our topics are spilt on a two-year rolling programme due to mixed aged year groups. Over the course of their journey at primary school, children develop their knowledge and understanding and skills in geography, taking into consideration prior knowledge and world and local events.

We use the national curriculum as a base and section it into three areas:

* Knowledge and Understanding of places
* Geographical skills and enquiry
* Human and physical geography

# Implementation

Our Geography curriculum covers the skills outlined in the National Curriculum through broad, challenging and inspiring topics. A topic-based approach is used to deliver the content within a meaningful context and wherever possible cross-curricular links are made, particularly links with history, art, dt, the British values, our school values and SMSC. However, teachers make it explicit to the children that they are learning geography skills and encourage them to think ‘like a geographer’.

Our progressive units of work are designed to be modified for our children and their experiences. Staff continually review and adapt work and learning to meet our children’s needs. Fieldwork sessions are incorporated into the units of work to actively engage the children in their learning.

The progressive skills learning challenges that are used, to plan and teach geography, ensure that children are accessing work at age related expectations, with regular opportunities to be challenged through higher- level objectives.

At Key Stage 1, our pupils develop knowledge about their own locality in New Moston, the United Kingdom and the World. They can 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.

At Key Stage 2, pupils extend their knowledge and understanding beyond the local area to include the United Kingdom, Europe and North and South America. This includes the location and characteristics of a range of the world’s most significant human and physical features. Our pupils develop their use of geographical knowledge, understanding and skills to enrich their locational and place knowledge.

A whole school system is used which links the ARE to each child’s own research and classroom studies and assessment. This is done through Title Pages with ‘I cans’ taken from the schools ARE’s in the curriculum.

# Impact

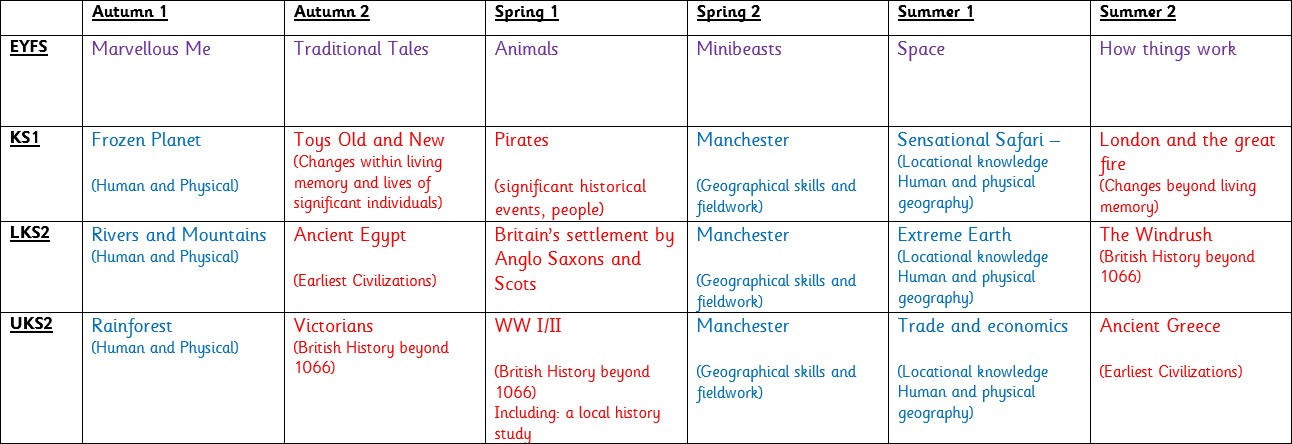
A high quality of geographical education aims to develop a range of investigation and problem-solving skills that are transferable to other curriculum areas, particularly science, mathematics, English and history.

Children will:

* Acquire and effectively use new vocabulary
* Build skills that enable them to collect, analyse and interpret a range of data gathered from fieldwork
* Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information systems (GIS)
* Develop research, interpretation and presentation skills which can then be disseminated using ICT and art and design mediums

We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote children’s interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes.

# Geography Long Term Plan



**What a geography lesson looks like at our school:**

# Planning:

Geography is taught as part of a 2-year cycle. This allows for each year group to cover all topics necessary to achieve all objectives found in the National Curriculum. Within a term, one half term will be a geography unit and the other half term will be a history unit. Each class has a 1-hour session of geography a week during each half term.

To assess the children’s prior knowledge of their current topic, a KWL grid is filled out in the first lesson. Not only does this allow us to assess prior knowledge but also provides children with the opportunity to express their own interests about the topic. At the end of the topic, the KWL is revisited to assess what the children have learnt.

We follow the National Curriculum and use these objectives as our end goal for attainment within each Key Stage. Our skill progression document provides us with the small steps to reach the NC objectives within each unit and year. The skill progression is split into Knowledge and Understanding of Places, Geographical Skills and Enquiry, and Human and Physical Geography. Teachers refer to the skill progression document to inform their planning and understanding of children’s previous learning.

At the end of each unit teachers plan an assessment task. This is in the form of a presentation, double-page-spread, poster or questions to be answered. Teacher’s use this piece along with the work children have produced throughout the topic and the KWL to inform assessment.

# Teaching:

From Year 1 to Year 6, each Geography unit will include a lesson with a focus on location. This is to establish where in the world the children will be studying in their topic and how this relates to where they live. For example, in the Rainforests topic, the children in Year 5 and 6 will look at where the rainforests are on a world map and how they are situated between the Tropic of Cancer and the Tropic of Capricorn. They will then compare this to where we live. This allows the children to begin their topic knowing which part of the world they are studying.

Each lesson begins with an exploration of key vocabulary and will include a warm up task that may include revisiting prior learning or revisiting key concepts previously taught. In the main teaching of the lesson, teachers provide the children with opportunities to investigate geographical sources, photographs, and maps. Teachers allow for the children to ask questions to establish if there are any misconceptions and address these throughout the lesson. The children will then complete an independent or group activity which may be recorded in their book.

# Displays:

In each classroom there is a geography display related to the unit of work. This will include key information relating to the topic and examples of the children’s work. There is also a whole school display celebrating work from across the year groups.

# Assessment:

Teachers regularly assess children’s progress in geography through observations, verbal discussions and evidence of tasks in books.

Assessments take place during and immediately after lessons, through targeted questions, quizzes, explanations and focused tasks to assess the children’s knowledge and understanding. Formative assessments allow teachers to address any formed misconceptions and bridge any gaps in learning before moving on. Teachers provide in the moment feedback to children throughout lessons and may provide written feedback where appropriate.

In addition to this, assessments are completed at the end of each topic. Teachers use the assessment, which focus on a specific area of skill and knowledge, which has been covered within the topic. Assessments are then used to inform future planning, measure progress and provide updates for the subject leader, future teachers and parents.

# Inclusion:

Geography is planned for according to the individual needs of the children and in line with the whole school policy surrounding equal opportunities and based upon our school aim to recognise that each child is unique. There are many ways in which SEND children can access the geography curriculum including:

* Ensuring familiarity with equipment
* The use of small steps during practical tasks
* Differentiated tasks that are adapted to meet the needs of pupils
* Additional adult support to ensure the development of skills
* Suitable resources that support learning and allow full participation
* Small group intervention ‘pre-teach’ before a new geography topic commences

# Monitoring:

To monitor the geography curriculum and the children’s progress and attainment, the subject leader completes a number of monitoring activities throughout the year including: book monitoring, pupil and staff voice and learning walks.

After monitoring, evaluations are carried out and recorded. Findings are shared with staff as appropriate and individual feedback from monitoring is provided to both teachers and SLT.

# Parents:

Parents are encouraged to get involved with whole school events and homework projects that children are given to complete over a period of time. Parents are provided with updates through the school website, Twitter and the weekly newsletter. At the end of the academic year, parents are provided with an update on the children’s attainment in science and comments relating to the children’s science learning.

The curriculum overview, National Curriculum progression skills and knowledge organisers are available on the school website for parents.

# How do we know our children have made progress?

**Curriculum**

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|  | **Pre-school** | **Nursery** | **Reception** | **Links to KS1** |
| **Our Natural World** |  | * Begins to identify features on a simple map (trees, house, river, mountain * Knows that we live in   … Manchester which is in England   * Knows that there are different countries in the world * Knows where they live and can talk about features of other homes * Talk about what they see in their own environment (school/home) using a wide vocabulary * Talk about local environments (their | * Draw information from a simple map * Knows that countries make up the UK and can name at least 1 other country * Can talk about some other countries in the world * Can identify similarities and differences between homes in our country and may be able to compare to other countries * Makes comparisons between life for children in different   countries | - Knows that the environment and living things are influenced by human activity. |

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|  |  | road, the park, library, Manchester) | | - Recognise some environments that are different to the one in which they live | |  |
| **Communities and cultures** |  |  | |  | | - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country. |
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| **Year** | **KS1** | | **LKS2** | | **UPKS2** | |
| **Knowledge and Understanding of Places** | * To name the town that they live in. * To name the country that they live in. * To name the four countries of the UK. To locate the four countries on a map * To name the surrounding seas of the UK * To locate the seas on a map. * To explain what a flag is. * To begin to identify some of the flags of the four countries of the UK. To recognise a continent is a group of countries * To identify continents on a map * To know there are seven continents in the world and begin to know their names * To say what an ocean is. * To identify the five oceans in the world and begin to know their names. * To identify familiar localities from photographs. To describe a photograph of a locality. * To ask geographical questions about a photograph or locality they are visiting e.g. What is it like to live in this place? How is this place   different to where I live? | | * Name and locate some of the world’s most famous volcanoes. * Name countries in the Northern Hemisphere. * Name and locate the capital cities of neighbouring countries in Europe. * Locate and name the continents on a World Map. * Locate the main countries of Europe, including Russia. Identify capital cities of Europe. * Locate and name the countries making up the British Isles, with their capital cities. * Identify longest rivers in the world, largest deserts, highest   mountains. Compare with UK.   * Identify the position and significance of Equator,   N. and S. Hemisphere, Tropics of Cancer and Capricorn.   * Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. | | * Name and locate *some of the world’s most famous rivers* in an atlas and Name and locate some of the world’s most famous mountain regions in an atlas. * Locate the main countries in Europe and North or South America. Locate and name principal cities. * Compare 2 different regions in UK rural/urban. * Locate and name the main counties and cities in England * Linking with History, compare land use maps of UK from past with the present, focusing on land use. * Identify the position and significance of   latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day   * Compare a region in UK with a region in N. or S. America with significant differences and similarities | |

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|  | * To make simple comparisons between two photographs or two familiar environments. * To draw and label pictures to show how places are different. * To share their opinion about a place or environment and say if they like or dislike it. |  |  |
| * Describe a place outside Europe using geographical words. * Name the continents of the world and the world’s oceans and locate them on a map. * Name the capital cities of England, Ireland, Scotland, and Wales. * To identify the town they live in on a simple UK map. * To identify the flags and emblems of the four countries of the UK, * To identify the capital cities of the UK * To name famous landmarks of the UK from pictures. To name the seven continents * To locate the seven continents on a map or globe To name the five oceans * To locate the five oceans on a map or globe * To explain that both a map and a globe show the same thing and use them to identify land and sea. * To find the UK on a map or globe. * To use simple compass directions (North, South, East and West) to describe the location of features on a map. * To compare and contrast two differing localities in the UK and ask   geographical questions | * Locate the main countries of Europe, including Russia. Identify capital cities of Europe. * Name and locate some of the cities of the UK and UK regions. * On a world map, locate areas of either similar environmental regions, desert, rainforest or temperate regions. * Locate and name the main counties and cities in and around Manchester. * 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 within North or South America. | * Name the largest desert in the worlds and locate desert regions on an atlas. * Identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles. * On a world map locate the main countries in Africa, Asia and   Australasia/Oceania.   * Identify their main environmental regions, key physical and human characteristics, and major cities. * Linking with local History, map how land use has changed in local area over time. * Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. * Compare a region in UK with a region in N. or S. America with significant differences and similarities. * Understand some of the reasons for similarities and differences. |

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|  | using photographs and visits e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different?   * To describe two differing localities, (one in the UK, one abroad) using photographs and videos. * To ask geographical questions when studying photographs of contrasting localities e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? * To draw pictures to show how places are different * To record their comparisons to show the difference. * To express their own views about a place and environment. * To give detailed reasons to explain their own likes, dislikes and preferences |  |  |
| **Geographical Skills and Enquiry** | Explain where I live and tell someone my address.   * Explain how I get to school * Use simple grid references   – A1, B1   * To follow directions (up/down, forward/backward, left/right) * To know that a map is a representation of a location or place * To identify key features of their surrounding environment * To use their own symbols on their own maps * To use picture maps and globes to find the UK, oceans and continents * To learn the names of places in the UK e.g. home   town, cities, countries | * Use the correct geographical words to describe a place. * Use symbols and a key to make a map of a route I have followed. * Use 4-figure grid references on a map * Use an atlas by using the index to find places. * Use maps, atlases, globes and digital computer mapping (Google Earth) to locate countries and describe features studied. * Learn the eight points of a compass, 2 figure grid reference (maths co− ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the | * Plan a journey to a place in another part of the world taking account of distance and time. * Answer questions by using a map * Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied (Link Civilisations) * Use the eight points of a compass, four−figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. * Use fieldwork to observe, measure and record the human and physical features in the local area   using a range of methods, |

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|  | * To make simple   observations about familiar environments e.g. my home is in a town, the park has a pond and a wood.   * To know how to recognise a feature of the environment. * To identify features in their local environment. * To draw simple features observed in their familiar environment. * To use everyday language   to describe features e.g. bigger, smaller than. | United Kingdom and the wider world  - Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | including sketch maps, plans and graphs, and digital technologies. |
| * Describe the key features of a place from a picture using geographical words linked to my topics. * Find where I live on a map of the UK * Use symbols and a key to make a simple map * To follow a route along a drawn map * To physically follow a route around a familiar place using a map. * To follow directions (including NSEW) * To use atlases to locate features e.g. mountains, rivers, deserts, forests * To find land and sea on a globe * To recognise landmarks/human and physical features on aerial photographs * To locate and name the UK major features e .g. London, river Thames, home town * To draw a map of real or imaginary places * To begin to understand the need for a key on a map * To use agreed symbols or create own symbols to   make a simple key | * Plan a journey to place in England * Find at least 6 cities on a UK map * Locate the Tropics of Cancer and Capricorn * Identify features of the local area using fieldwork. * Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied * Learn the eight points of a compass, four−figure grid references. * Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs | * Use Ordnance Survey symbols and 6-figure grid references * Use maps, aerial photographs, pans and e- resources to describe a locality. * Explain how time zones work and calculate time differences around the world. * Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied (Link civilisations) * Extend to 6 figure grid references with teaching of latitude and longitude in depth. * Expand map skills to include non−UK countries. * Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |

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|  | * To identify a familiar locality from its plan view. * To create a plan view map looking down on objects * To draw an outline of simple features observed. * To add more detail such as labels to basic sketches and photographs. |  |  |
| **Human and Physical Geography** | * Keep a weather chart and answer questions about the weather. * Explain some of the main things there are in hot and cold places, for example, what clothes you would wear. * To use basic and general geographical vocabulary to refer to key physical geographical features when looking at a photograph or visiting a new place: e.g. beach, coast, forest, mountain, sea, ocean, river, season and weather * To use basic and general geographical vocabulary when observing key human geographical features: e.g. city, town, village, factory, farm, house, flat, and shop. * To say and write about similarities and differences between the features of two localities. * To explain that the Equator is the hottest part of the World. * To explain that the North and South Poles are the coldest places on Earth. * To keep a record over a given period of time of what the weather is like * To say what the weather is like outside using more complex vocabulary e.g. cloudy, raining, cool, warm, heatwave * To ask questions about the   weather and seasons. | * Describe and understand key aspects of:   + Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to   Volcanoes and earthquakes linking to Science: rock types.   * + Human geography including trade links in the Pre−roman and Roman era.   + Types of settlements in Early Britain linked to History. Why did early people choose to settle there?   + Describe how   volcanoes are created   * + Describe how earthquakes are created. | * Explain why many cities are situated close to rivers. * Explain why people are attracted to live by rivers. * Explain the course of a river. * Describe and understand key aspects of : * Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. * Human geography including trade between UK and other countries Fair/unfair distribution of resources (Fairtrade). |

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|  | * To observe and record weather patterns e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer. * To express an opinion about the seasons and relate the changes to changes in clothing and activities e.g. winter =   coat, summer = t−shirts |  |  |
| * Identify features of different types of places – towns, villages, cities. * Explain the facilities that a village, town or city may need (with reasons). * Explain how other places are similar and different to where I live. * Say what I like and don’t like about the place I live in and about a different place. * To use both maps and globes to identify the coldest places in the world (The North and South pole) * To make predictions about where the hottest places in the world are * To confidently identify the Equator and locate the places on the Equator which are the hottest. * To use more definitive geographical vocabulary to refer to key physical geographical features: as year 1 and also cliff, hill, soil, valley, lake, island, cave and vegetation. * To use more detailed geographical vocabulary to refer to key human geographical features: e.g. as year 1 and also hotel, canal, centre, airport,   office, port and harbour. | * Carry out research to learn about features of villages, towns or cities. * Explain why people may be attracted to live in cities. * Explain why people may choose to live in one place rather than another. * Describe and understand key aspects of: * Types of settlements in modern Britain: villages, towns, cities. * Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.   - | * Describe how some places are similar and different in relation to their human and physical features. * Use geographical language accurately to describe the human and physical features of places I have learned about. * Describe and understand key aspects of : * Distribution of natural resources focussing on energy * Physical geography, including: climate zones, biomes and vegetation belts   - |