

# OUR LADY'S CATHOLIC PRIMARY SCHOOL



We ASPIRE that through the love of Jesus everyone should  
"have life and have it to the full".

John 10:10

## **Geography at Our Lady's**



*'have life and have it to the full'*

## **Intent**

At Our Lady's Primary School, we believe Geography should inspire in pupils a curiosity and understanding about the world and its people. Our Geography curriculum aims to equip pupils with both an understanding about a diverse range of places, people and environments as well as with the skills to explore the world around them. Overtime, pupils develop a greater understanding of the interaction between physical and human processes. Through our Geography curriculum pupils are encouraged to think about our environment and the contribution they could make towards its sustainability. Rooted in our Catholic ethos, we encourage pupils to explore Gods creation with respect, wonder and curiosity.

At Our Lady's Primary School, our intent for all pupils is to:

- Foster enthusiasm and curiosity about the world around them.
- Provide a high-quality, broad, and balanced Geography curriculum in line with the National Curriculum.
- To provide opportunities for the children to develop geographical skills including interpreting maps and collecting and communicating data from fieldwork.
- To develop an understanding of the interaction between physical and human processes.

## **Implementation**

At Our Lady's Primary School Geography is blocked with pupils having at least three enquiry questions to explore over an academic year. The Geography curriculum is aimed to be relevant, interesting and engaging.

Our Geography curriculum is taught:

- Through a carefully sequenced curriculum map so that pupils will build upon their learning from prior year groups therefore developing depth and breadth of understanding and skills.
- To support children in their ability to 'know more and remember more' there are regular opportunities to review the learning taken place in previous topics as well as previous lessons.
- By ensuring key vocabulary is identified, taught and revisited. Vocabulary is supported through displays, modelling and discussion.
- By planning lessons that help develop substantive knowledge 'what' and disciplinary knowledge 'how; such as interpreting an OS map, constructing their own sketch map and collecting data through fieldwork.



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- Through the effective use of educational visits, visitors and fieldwork. This provides first-hand learning experiences for pupils.
- Evidence of pupil work is recorded in pupils red topic books (KS1 and KS2) and where appropriate on SeeSaw.

**In accordance with the National Curriculum and the Early Years Foundation Stage statutory framework, the children will learn:**

### **During Early Years Foundation Stage (EYFS) pupils:**

During the Foundation stage, the children are given the opportunity to discover more about the world around them. In the Foundation stage Geography makes a significant contribution to developing a child's 'understanding of the world' through activities such as learning about habitats, recycling and discussing the seasons.

### **Key stage 1:**

**During key stage 1 pupils are taught to:**

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use compass directions (North, South, East and West)
- use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
- devise a simple map with basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
- use geographical vocabulary such as city, town, village

**During Key Stage 1 pupils are taught about:**

- the world's seven continents and five oceans
- the characteristics of the four countries and capital cities of the United Kingdom and surrounding seas.
- understanding geographical similarities and differences between a part of the UK and a part of a non-European country
- seasonal and daily weather patterns
- the location of hot and cold areas of the world



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## **Key stage 2:**

### **During key stage 2 pupils are taught to:**

- use maps, atlases, globes and digital maps to locate countries and describe features studied
- use the symbols and key on maps (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use the eight points of a compass
- use four and six-figure grid references
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods
- use geographical vocabulary such as grid reference, biome and trade.

### **During Key Stage 2 pupils are taught about:**

- locating the world's countries, using maps to focus on Europe and North and South America focussing on their environmental regions, key physical and human characteristics, countries, and major cities
- locating and naming counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics
- land-use and how it may have changed over time
- identify the position and significance of lines of latitude, longitude
- understanding 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
- describing and understanding key aspects of physical geography including biomes, volcanoes and earthquakes.
- describing and understanding key aspects of human geography including sustainability, energy and land use.



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## **Inclusion and Adaptive Teaching**

We are committed to ensuring all pupils access a broad and rich history curriculum.

Adaptive teaching strategies include:

- use of visual support including widgets
- range of methods for recording learning including use ICT e.g. Clicker and SeeSaw
- pre-teaching and reinforcement of key vocabulary
- chunked instructions and structured support
- scaffolds e.g. word banks

## **Assessment, Feedback and Marking**

Geography at Our Lady's is assessed through:

- formative assessment through questioning, observation and discussion
- purple pen questions at the end of lessons
- retrieval activities
- end of topic assessments including quizzes
- teacher judgements are entered onto Insight termly.

Marking of Geography books should be completed in line with the Our Lady's Feedback and Marking policy.

## **Impact**

Pupils at Our Lady's understand the importance of caring for the world around them. During their time at Our Lady's, pupils develop knowledge about a range of places, people and environments. They gain geographical skills which support them in answering enquiry questions and exploring the world around them. Pupils make connections between concepts such as community and sustainability.