

## Geography Curriculum – St Cuthbert Mayne Junior School – 2023/2024

### Our Curriculum Vision – PRAY

<b>P</b> rotecting our Planet – learn and contribute to protecting God’s creation – in our community and wider work. Caring about the world we live in;	<b>R</b> esilience – be able to face challenges and use them to help us progress. Overcome difficulties that challenge us;	<b>A</b> spiration – we are created by God to do amazing things – each one of us. Ambitious / belief in ourselves and in what we can achieve.	<b>Y</b> es to equality – we are all equal and important in God’s eyes. Everyone is equal and deserves to be valued and respected.
<p>Children value and appreciate our home planet. Children have a sense of place which is developed and grown throughout their school learning journey.</p> <p>Children are aware of the importance of Planet Earth and how we can look after our home environmentally, in different ways – small steps (switching off lights/ recycling) to larger steps (e.g. learning about rainforest destruction; school awareness of Annual COP United Nations Climate Change meetings).</p> <p>Focus of lessons to consider the human impact on our planet in both Human (Social) and Physical Geography.</p> <p>Whole School Learning Events – e.g. Earth Day in April to focus and learn more</p>	<p>Children should have a strong sense of purpose about what they are being taught.</p> <p>With a planned progression of skills throughout their school life, children will be given opportunities to learn and practise key geographical skills relating to the expectations as covered by the National Curriculum.</p> <p>Knowledge of geographical processes and (procedural knowledge) and locations (substantive knowledge) to be built across concepts and through their learning journey to develop skills and knowledge growth.</p> <p>By encouraging a progression of knowledge growth, we enable teachers to bring the geography of our planet nearer to home to allow children to gradually understand more about the complex</p>	<p>Children are encouraged to be curious about their planet.</p> <p>Children are encouraged to think like a geographer. Children should feel confident to use data and fieldwork to explore, question and record their findings.</p> <p>Children to be made aware of key people that have done or are doing amazing things in terms of looking after our planet. e.g. David Attenborough, Greta Thurnberg, role of UK Prime Minister, the role of global groups e.g. the United Nations. Year groups to focus on a person per module.</p> <p>Children to consider how (political) decisions are made, how we can influence them and how these may change our approach to protecting our planet.</p>	<p>Children to be aware that they we are all responsible for caring for our planet.</p> <p>Children to explore a range of different cultures and geographical locations to promote and reflect the diversity of our school and wider community.</p> <p>International Day/Week – focus on regions/countries that heighten geographical and environmental concerns, with a particular focus on culture and people. To be highlighted as an opportunity to educate each other about the geographical diversity of our school community. Timing to be in line with St Roses Infant School.</p>

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about our planet. Links with Science Week.  A co-ordinated approach with elected school Eco- POPSTARS (POP – Protect our Planet) to develop and share ideas, learnings and commitments across the whole school.	issues, processes and connections of our planet.  Children will be made aware of the challenges that face our planet in terms of human and physical geography. Children will be encouraged to think practically and responsibly as to how problems can be overcome. Or how we learn to cope with any geographical issues that cannot be controlled.	Use of class reading books, linked to the key geographical topics. Through literature children can be inspired by the writing of others and introduced to new/different cultures and countries.  Links to charitable groups e.g. CAFOD to understand how they work around the world to support people in terms of poverty support/ disaster recovery. How can this inspire us to be good Christians in our day to day lives.	
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## Our Subject Philosophy

*“It seems to me that the natural world is the greatest source of excitement; the greatest source of visual beauty, the greatest source of intellectual interest. It is the greatest source of so much in life that makes life worth living.” David Attenborough (2020).*

At St Cuthbert Mayne Catholic Junior School, we fully agree with David Attenborough that *“The world is full of wonders, but they become more wonderful, not less wonderful, when science looks at them”*. We strive to encourage our pupils to be curious about the world around us, and to do this whilst ‘thinking like a geographer’.

We support the belief of the *Geographical Association* that Geography in the school curriculum *‘speaks directly to the young people’s curiosity, wonder and concern for the world around them. It is a subject that can provide them with the knowledge and competencies they need to understand and contribute to the world they live in’*.

Through our sequenced curriculum our intent is that children will develop their knowledge about our planet through developing an understanding of physical geographical processes, a sense of locational awareness and an appreciation of the importance of human geography considerations in terms of the world’s impact on us and our impact on the world. This will be achieved through the development of geographical knowledge and skills through their learning journey at St Cuthbert Mayne.

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## The requirements of the National Curriculum

### Purpose of Study:

The National Curriculum for Geography outlines that pupils should be inspired to have 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.

### Aims

The National Curriculum for geography aims to ensure that all pupils:

- **develop contextual knowledge of the location of globally significant places... including their defining physical and human characteristics**
- **understand the processes that give rise to key physical and human features of the world**
- **are competent in geographical skills needed to:**
  - **collect, analyse and communicate data gathered through fieldwork**
  - **interpret a range of geographical information sources**
  - **communicate geographical information in a variety of ways**

In line with the National Curriculum, our curriculum for geography covers the four key learning strands (subject content):

- **Locational Knowledge –**

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- Locate the world's countries (using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
- Name and locate counties and cities of the United Kingdom, geographical regions; identifying their human and physical characteristics including topographical features and land-use patterns; and understand some of these aspects have changed over time.
- Identify the position and significance of latitude, longitude, Equator, Northern/Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and Prime/Greenwich Meridian (time zones).
- **Place Knowledge -**
  - 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.
- **Human and Physical Geography –** describe and understand key aspects of:
  - Physical geography (including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle).
  - Human geography (including settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water
- **Geographical skills and fieldwork –**
  - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
  - Use the eight points of a compass, four and size-grid references, symbol and keys to build their knowledge of the United Kingdom and the wider world.
  - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plan and graphs, and digital technologies.

### **Geography Long term plan:**

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Geography Curriculum Map 2023-24						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	History	Geography – Study of UK/Europe - What is it like to live in Spain?	History	Geography Study of physical and human features - Where does food come from?	History	Geography Study of UK/Europe - What is it like to live in Hemel Hempstead?
<b>Year 4</b>	Geography Study of North/ South America - What is like to live in Ecuador?	Geography Biomes/ Climates -  Why are rainforests important?	History	History	History	Geography Study of UK/Europe - Are all settlements the same? (Focus on Hemel Hempstead)
<b>Year 5</b>	History	Geography Study of UK/Europe - What is it like to live in Scandinavia?	History	History	Geography Study of physical features - What are rivers?	Geography Study of UK/Europe - What are rivers used for?
<b>Year 6</b>	History	Geography Study of North/South America - What is it like to live in the Caribbean?	Geography Study of physical features - Why do we have Volcanoes and Earthquakes?	Geography Study of physical/ human features - What is the impact of volcanoes and earthquakes on our planet?	History	Geography Biomes/ Climates - What is the future for the climate of our planet?

Curriculum Progression at St Cuthbert's Mayne Junior School – TBC

	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	.	.	.	.
Place Knowledge				

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Physical & Human Geography	<ul style="list-style-type: none"><li></li></ul>			
Geographical Skills and Fieldwork	<ul style="list-style-type: none"><li></li></ul>	<ul style="list-style-type: none"><li></li></ul>	<ul style="list-style-type: none"><li></li></ul>	<ul style="list-style-type: none"><li></li></ul>