



Geography

Intent, Implementation and Impact

Intent

At St John's CE Primary School we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at St John's enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development.

Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. 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 the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at St John's and also to their further education and beyond.

Implementation

- Geography at St John's CE is taught in blocks throughout the year, so that children can achieve depth in their learning.
- Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school.
- At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points.
- Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Cross curricular outcomes in geography are specifically planned for, with strong links between geography and literacy lessons identified, planned for and utilised.
- The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

Impact

- Outcomes in 'topic' books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge.
- Children review their successes in achieving the lesson objectives at the end of every session and are actively encouraged to identify their own target areas.
- As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context.
- Regular school trips provide further relevant and contextual learning.

Whole School Geography (G) and History (H) Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Harvest Find out about Families (history) People who help us	Diwali Christmas St Andrew's day Bonfire night and Guy Fawkes Familiar situations in the past Remembrance Day (history) Basic timelines	Pancake day Chinese New Year St Patrick's Day Simple Maps Aerial photos Places of worship and places of local importance (geography)	Mother's Day Easter St David's Day Food around the world (geography) Uganda	St George's Day Exploring the natural world (geography)	Familiar plants and animals, minibeasts Different environments (geography) including observing the weather
1	Incredible Me - H Changes within living memory. Using timelines to discuss changes in our own lives.	Toys - H How toys have changed over time Great fire of London (Events beyond living memory)	Significant People - H Significant people Queen Elizabeth I compared with queen Victoria. Florence Nightingale and Mary Seacole	Weather - G Human and physical features of the area in which we live. Comparing our climate with another - Kenya	Woodlands – G Identifying continents and oceans. Countries and capital cities of the UK.	Seaside - G Field work - use simple compass directions (North, South, East and West. Using maps and directional language.
2	Where are we? – G Children learn to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom	What came before us? – H Technology Pupils explore the relevance and significance of Guy Fowkes and William Caxton. They also assess the relevance	Getting there – G Pupils explore how and why we use map. They learn map skills to identify where they are and where they can go.	Human and Physical Geography - G Pupils compare life in the Arctic to that in the UK. They explore the differences in climate and landscape and why this is.	Historical Figures - H Comparing the lives of local historical figures: AA Milne and Charles Darwin How did Rosa Parks and Princess Diana change the world?	Travel and Transport - H Pupils explore how And why transport has changed through the years and how it has effected the lives of humans.

	and its surrounding seas	and importance of Bonfire night and Remembrance day				
3	The Stone Age – H Children are taught about changes in Britain from the Stone Age to the Iron Age	The Iron Age and Bronze Age – H Children are taught about changes in Britain from the Stone Age to the Iron Age	The Romans - H Pupils are taught about the Roman Empire and its impact on Britain	Romans - G Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Rainforests - G T5 - Map work locate and label the Equator and tropics on a map. Find and name countries with tropical Rainforests. Look at the climate and endangered species. T6 - Map work Grasslands Arctic Rainforest and desert. Locate and research. Look at contrasting climates.	
4	Egyptians - H The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt Egyptian life, Tutankhamun, Cleopatra, Egypt then and now.		Eastern Europe – G Locate the world's countries, using maps to focus on Europe (including the location of Russia) Focus on environmental regions, key physical and human characteristics, countries and major cities.	Crowborough – G/H Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, establishing clear narratives within and across the periods they study. Identify human and physical characteristics, key topographical features (including hills and rivers), and land-use patterns; and understand how some of these	Natural Disasters - G Describe and understand a variety of natural disasters and their effect on the human and geographical environment. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods,	Anglo Saxons and Scots – H Children are taught about Britain's settlement by Anglo-Saxons and Scots Anglo-Saxon life, Hadrian, Battle of Hastings.

			aspects have changed over time.		
5	Mayans - H Children are taught about a non-European society that provides contrasts with British history – Mayan Civilization c. AD 900	Rivers, Mountains and Water Cycle – G Children understand the physical geography aspects of rivers, mountains and the water cycle. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time		The Vikings – H The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Compass points and grid reference skills – G Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Types of settlement and land use – G Children are taught about types of settlement and land use	
6	World War 2 – H Children are taught about a local history study (Newhaven Fort). A study of the key events of WWII and what life was like for different people during the war – including evacuees, rationing and the role of women.	Modern Greece (European Study)- G 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 Focus on Greece, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Ancient Greece – H Pupils are taught about Ancient Greece – a study of Greek life, achievements and their influence on the western world	Brazil – G Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America	Our Changing World – G Pupils are taught about distribution of natural resources including energy, food, minerals and water

