

Intent

It is our intention that our Geography curriculum is aspirational, enabling and inclusive whilst encouraging all children to become curious about the world around them. It is our intention to provide the children with an ambitious curriculum which develops them as geographers and widens their understanding of themselves and the world around them. Consequently, we intend children to:

- Secure an important geographical
- Perspective, through their growing knowledge of places, people, resources and physical and human processes.
- Understand the effect that geography has on our everyday lives and that without it, other events and subjects have much less meaning.
- Develop an understanding and appreciation of their local area and the wider world, enabling them to become important global citizens.
- Obtain sound locational knowledge of the world and an appreciation of the geographical features and events that make each place unique.
- Understand similarities and differences across the world and be able to use geographical vocabulary in order to discuss these.
- Be confident when using a variety of sources, including a range of maps and atlases.

For further information, please refer to the NPAT Geography Narrative Document.

Implementation

Early Years Foundation Stage

Children start their Geographical learning in our Foundation Stage through their Knowledge and Understanding of the World and Mathematics. This foundational knowledge is then built upon when they enter Key Stage 1.

Geography			
Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> • Understand position through words alone. For example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. 	
	Understanding the World	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	
Reception	Understanding the World	<ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. 	
ELG	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
		The Natural World	<ul style="list-style-type: none"> • 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. • Understand some important processes and changes in the natural world around them, including the seasons.

Building on the Early Years Foundation Stage

The Geography curriculum is underpinned by research in cognitive science and subject specific vocabulary is explicitly taught every lesson. The curriculum has been carefully sequenced to ensure children obtain a secure understanding of key geographical concepts and knowledge. This is a knowledge-rich geography curriculum in which substantive knowledge is built upon and disciplinary knowledge is woven through. Knowledge is given a high status and the aim is to empower our children and carefully build their understanding of the subject. The knowledge content is specified in detail and is taught to be remembered, not just encountered. Knowledge is sequenced and mapped deliberately and coherently through horizontal, vertical and diagonal links. The vertical and horizontal links support the development of children's geographical schema. E.g. In Year 6, children will learn about the natural resources of Africa which will be built upon in the next unit through a study of their distribution and UK trade links. Vertical links are made where knowledge and understanding are built upon from previous geography units. The individual units of work provide a subject specific reading load and written outcome, where taught writing techniques can be applied. There are also opportunities to make diagonal links to other disciplines which have been explicitly planned for.

Our Geography Curriculum builds knowledge through 11 high dividend concepts and these are returned to and revisited throughout the curriculum. These are:

1. Global links
2. Diversity
3. Global Warming/climate
4. Travel
5. Human Impact
6. Sustainability
7. Change
8. Commerce and trade
9. Community
10. Settlement
11. Locality and Environment

Geography is taught alternate half terms, for one hour each week, in both Key Stage 1 and Key Stage 2.

Geography	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	History	History Where I live. Immediate location: Study of school grounds and local area/fieldwork. River Nene Daily weather and seasonal patterns. (Linked to Science)	History Daily weather and seasonal patterns. (Linked to Science)	Where would you rather live in Northampton or Hunstanton? Compare and contrast Northampton and Hunstanton. United Kingdom – countries, capitals and seas. Daily weather and seasonal patterns. (Linked to Science)	History	How is Northampton different to India? Compare and contrast Northampton and India. Daily weather and seasonal patterns. (Linked to Science)
Year 2	History	History Farm to fork How does your food travel? Revisit locational knowledge - United Kingdom, capital cities and seas. Name and locate the world's seven continents and five oceans- Food Miles Bag of shopping	History	Mapping Northampton and Inner London. Use simple compass Routes on a map. Aerial photographs and plan perspectives to recognise landmarks and basic Fieldwork human/physical features. Create a map and key.	History	Compare the climates of the Sahara Desert and Antarctica Location of hot and cold areas of the world in relation to the equator and the North and South Poles including continents and oceans. Consolidate skills and fieldwork met during KS1.
Year 3	History	HS2- impact on the landscape and settlements Name and locate countries and cities of UK, geographical regions (including human and physical characteristics), key topographical features, and land-use patterns. Understand how these change over time. <i>Geographical skills and fieldwork (NC)</i>	History	Natural Disasters Pompeii Countries of Europe and major cities. Key aspects of mountains, volcanoes and earthquakes.	History	Recycling the Environment Scandinavia <i>Geographical study</i> Revisit locational knowledge (Europe)

Year 4	History	Why is the rainforest important to me? South America including study of the Rainforest. Water cycle and deforestation.	History	Take One Picture The painting changes every year which means the Historical and Geographical knowledge will change but will link to the planned curriculum in some way.	History	From the Nene to the Nile Understand human and physical geography of rivers, trade, natural resources
Year 5	History	North America From East to West time zones/biomes Understand the similarities and differences through study of human and physical knowledge between UK and North America.	History	Sustainability- natural resources Urban/rural conflict. Distribution of natural resources.	History	Global Warming Human geography – topical environmental awareness study
Year 6	History	African Continent Concentrating on environmental regions, key physical and human characteristics, major cities and locational knowledge (time zones, tropics etc).	History	Global Trade Countries and cites of UK, including trade links and the distribution of natural resources including energy, food, minerals and water.	History	Legacy Making a difference... Culmination of primary geography- research, fieldwork- local to global campaign e.g. litter, recycling, global warming, changes etc

Impact

By the end of the curriculum, pupils demonstrate sound geographical knowledge and understanding and develop a curiosity and appreciation for their locality, the wider World and its people.

The impact of the Geography curriculum is assessed through a range of formative approaches including:

- Targeted questions,
- Pupil conversations and feedback,
- Weekly retrieval practice and quizzes,
- Practical application of disciplinary knowledge,
- Summative end of unit writing tasks.

Leaders will monitor the quality and impact of the Geography Curriculum at different stages, through lessons visits, book-looks, pupil voice and end of unit assessment grids and evaluations.