Curriculum Purpose & Rationale

Geography
Why do students at Ark Kings need to study Geography?
Pupils at Kings study Geography in order to broaden their knowledge of different cultures and promote tolerance of others. By studying Geography, pupils will understand how the world is a global stage and they are global citizens on this platform. They will learn how geography plays a big part in politics and the movement of people and goods and how this has shaped our society today. They will understand how a country's resources are capitalised upon in order to create thriving economies and functioning societies. Pupils will be accepting and tolerant of all cultures as they understand the world as one community.

What are the aims for the Geography curriculum? (i.e. What do we want students to be able to know and do by the time they leave Ark Kings Primary?)
- To understand the difference between natural and man-made geography and how both shape how countries interact with one another
- To understand the impact of global warming on the world and their role in combatting this
- To understand key human and physical geographical features of the world and describe how these have changed over time
- To make connections with history and understand how a country's natural resource often shapes their society, culture and relationship with the rest of the world
- To be able to interpret a range of geographical information such as maps and diagrams

National Curriculum:
The national curriculum for geography aims to ensure that all pupils:
- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

What values underpin the curriculum content?
Curiosity: pupils ask and answer questions about the world, investigating how humans interact with the world around them.

How are British Values taught through Geography?
Pupils learn about British Values through Geography lessons by exploring how places have been changed by the contexts and processes that have shaped them. It helps pupils to understand the complex ways in which communities and societies are linked and to appreciate the diversity of people’s backgrounds.
Geography also helps pupils to understand society better e.g. Less economically developing
Appreciating diversity encourages positive relationships and shared values as celebrated in the refugees topic in upper Key Stage 2. It promotes tolerance and partnership, within local and wider communities.

**What links to careers can be made within the Geography curriculum?**
Cartographer, Commercial/residential surveyor, Ecologist, Farm/estate manager, Nature conservation officer, Oceanographer, Planning and development surveyor, Recycling officer, Town planner, Air traffic controller, Foreign/travel writer, Freight forwarder, Logistics and distribution manager, Navigator (naval), Pilot, Tourism officer, Transport planner, Travel consultant
Curriculum Rationale: Why study Geography in this way?

Why has the specific content/domain knowledge been selected?
The geography topics are the vehicles for the geography curriculum. The topics are inter-connected by geographical threads, such as the concept of agriculture, resources, natural hazards and biomes. By having the topics centred around these threads, pupils are able to make links between their learning from one topic and year group to another, as well as use this knowledge to make connections with present day and their own lives. Pupils learn substantive knowledge, such as the location of continents, oceans and cities, but these very much act as an aid to giving children context in which to build their learning around the threads. For example, in Year 2's learning around oceans pupils learn about the world's oceans in order to gain an understanding of world trade, as well as climate change.

Why is it taught in the order that it is?
Pupils learn the core geographical knowledge of a topic before then considering this in the context of their own lives and community. For example, pupils study a country, looking at their global position, the climate and biomes, before then linking this knowledge to understand the problems currently facing the country and how global citizenship can contribute or resolve these problems. For example, pupils in Year 1 study Brazil. They look at Brazilian culture, climate and biomes before then linking this learning to deforestation and climate change.

How are Geography lessons delivered at Kings?
Pupils use geographical skills such as using maps and symbols to build their knowledge of the UK and the wider world. They do this in order to build a profile of a country, including its climate and resources and how these impact the way of life and global interactions of the country. They also apply these skills when learning about new places in other areas of the curriculum. For example, pupils in Key Stage 1 use the COWWS approach:
- CONTINENT – Which continent is it in?
- OCEANS AND SEAS – Which oceans or seas are nearby?
- WEATHER – What is the weather like there? Is it hot or cold there? Is it near the equator or the poles?
- WHO AND WHAT – Who (people) and what (animals and plants) live there?
- SEE – What would we see there? What is natural? What has been made by humans?
Pupils in Key Stage 2 use the HOTCLUB approach:
- HEMISPHERE - Which hemisphere(s) is it in?
- OTHER PLACES - Where is it in relation to other places we have studied or know about, including countries and continents (using 8 points of a compass)?
- TIMEZONE - Which timezone(s) is it in?
- CLIMATE - Which climate zone(s) is it in? (Tropical/Dry/Temperate/Continental/Polar)
- LATITUDE - Where is it in relationship to the main lines of latitude (using 8 points of a compass)? (Arctic Circle/Tropic of Cancer/Equator/Tropic of Capricorn/Antarctic Circle) What is its latitude and longitude?
- US - Where is it in relation to our village/town/city/county/country?
- BODIES OF WATER - Which bodies of water are nearby?

What is the impact?
We ensure that children at our school are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. Children are able to make inferences about the quality of life of different communities based on their location in
the world, the resources they have available, the natural disasters they may be exposed to and their future based on the impact of global warming. Pupils will then be able to consider their role as glocal citizens in supporting different communities around the world.
Geography Curriculum Aims

What are the aims of specific stages of the curriculum?

Key stage 1
Pupils should develop knowledge about the world, the United Kingdom and their locality. They should 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.
Pupils should be taught to:

- **Locational knowledge**
  - name and locate the world's seven continents and five oceans
  - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

- **Place knowledge**
  - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

- **Human and physical geography**
  - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
  - use basic geographical vocabulary to refer to:
    - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
    - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

- **Geographical skills and fieldwork**
  - 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 simple compass directions (North, South, East and West) and 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; and use and construct 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.

Key stage 2
Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
Pupils should be taught to:

- **Locational knowledge**
  - locate the world's countries, using maps to focus on Europe (including the location of Russia) 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 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
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<th>Curriculum Purpose &amp; Rationale</th>
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<td>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</td>
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<td>Place knowledge</td>
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<td>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</td>
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<td>Human and physical geography</td>
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<td>describe and understand key aspects of:</td>
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<td>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</td>
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<td>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</td>
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<td>Geographical skills and fieldwork</td>
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<td>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</td>
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<td>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</td>
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<td>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, plans and graphs, and digital technologies.</td>
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