Geography linked to the Curriculum Drivers

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| **Curriculum Driver**  | **Links to Geography** |
| Christianity and Faith  | In geography we promote spiritual awareness by asking the children the bigger questions to allow them to be more engaged and motivated within their learning. This will help the children flourish and have a more positive approach to their learning. You will also see Christian values within geography lessons are always promoted, with children respecting the views of others and thinking empathically about others in class, their community and the wider world. Through their studies of other countries, traditions and communities, children will be able to make links between their own experiences and those of others.Upper KS2 will take part in the Young Leaders award to help raise awareness of key humanitarian issues that impact people around the world. |
| Our Local Area  | In Reception they spend a lot of time exploring the local area and start to understand why some places are special to the people who live here. They investigate the natural world around them and start to compare different environments. They visit different features of the local environment, such as the local church, post-box, cenotaph, café and millennium green.In KS1: They learn about the human and physical features in our area. They make maps and plans of our local area and think about keys and symbols. Through looking at a range of maps, plans and leaflets, they gain a deeper understanding of what is on our local area. They use our local area to conduct field work and to observe different weather patterns. We visit a range of important areas of interest in the locality, such as Hadrian’s Wall, South Tynedale Railway and Newcastle. In Lower KS2: Children will 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. They will describe and understand key aspects of human geography, including: types of settlement and land use in the locality, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. They will 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 local area. Children will experience visits to different settlements in the local area, including Lindisfarne and Hadrian’s wall, and make links to how human and physical features in our area have changed over time. In Upper KS2: Children will continue to use fieldwork and refine their skills in this area. By collecting data and analysing data they will be able to draw conclusions and better understand their local area and landscape. Children will use Ordnance Survey maps of the local area to develop their understanding of six-figure grid references. They will have the chance to use the 8 compass points to go orienteering in the school grounds and local area. Children will experience visiting different historical settlements in the local area (such as Housesteads and Walltown) and combine their history and geography skills to compare human and physical features. |
| Outdoor Growing, Learning and Environment  | In reception they will learn to understand about what grows well in our environment and when we should plant certain things. They will make simple plans, for example, designing a garden or organising rows in a veg bed.In KS1: They will use simple fieldwork and observational skills to study the geography of school and its grounds and the key human and physical features. They will consider how human and physical features can impact on our environment. They will understand the processes that give rise to key physical and human geographical features of our environment, how these are interdependent and how they bring about spatial variation and change over time. They will be competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of outside fieldwork in our local environment. In Lower KS2: They will understand the processes that give rise to key physical and human geographical features of the world and our local area. Children will think about how these are interdependent and how they bring about spatial variation and change over time. They will understand the impact that human activity can have on our environment. Children will gather data from the changing natural cycles around them and interact with the physical landscape on site to grow, harvest and improve our outdoor spaces.In Upper KS2: Children will understand key aspects of 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. They will dig deeper into sowing, growing and farming through exploring what happens in their local area and visiting a local allotment site. They will help to manage and maintain the school vegetable plots and consider how and why come things can and can’t grow in this environment.  |
| Wider World and Diversity  | In Reception they begin to see themselves as a valuable individual and develop their sense of responsibility & membership of a community. They increase their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.In KS1: They will identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Children will learn about the 7 continents of the world and how they are different, considering the human and physical features that make a place unique. They will understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.  In Lower KS2: Children will 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. Their geography investigations will enable them to 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). Children will understand geographical similarities and differences through the study of human and physical geography in different world regions, allowing them to make links between their own cultural experiences and those of others. In Upper KS2: Children will deepen their knowledge of world geography through further studies of countries and cities across continents. Geographical similarities and differences will be investigated as children compare the impact of human and physical features on the world resources. They will 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 and processes to preserve them. Children will be able to describe in detail and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. They will be able to relate these aspects to key locations around the world. Children will celebrate diversity through their connection to other world cultures in their Young Leaders award. |