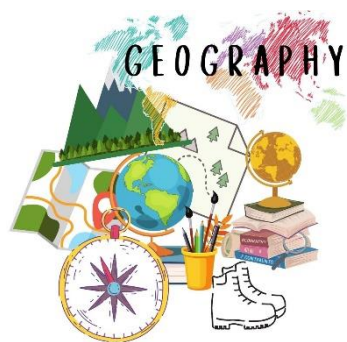


Geography at St Dunstan's



The National Curriculum states that a high-quality geography education should inspire in pupils 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between

physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

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.

Intent:

At St Dunstan's, we aim to inspire curiosity in our children about the world around them and its people. Through geography, we are committed to equipping 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. Through their work in Geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem solving. Through their growing knowledge and understanding of human geography, children

gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of humankind.

Implementation:

- To ensure high standards of teaching and learning in geography, we follow the 'Cornerstones' scheme of work which follows the National Curriculum requirements for geography.
- Cornerstones enables teachers to deliver balanced coverage of topics and themes across key stages, providing consistency across year groups, phases and key stages.
- Through Cornerstones, half termly topics are followed which allow for the teaching of key skills both discreetly and purely geography focussed lessons.
- Key vocabulary is introduced to children within the unit of work and displayed in classrooms to support its use.
- Children are given opportunities to show their existing knowledge and understanding, as well as their interests, through the use of KWL (What I Know, What I Want to Know and What I have Learnt) discussions at the start of a unit. These are then revisited at the end of a unit to evaluate children's learning.
- At St Dunstan's we recognise that local visits, trips and outdoor learning support children's understanding of geography and help to make greater connections with their lives and try to build these opportunities into topics.

Impact:

- Children are becoming increasingly aware of their value and place in the world, locally, nationally and globally as they move through the school.
- Children at St Dunstan's develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context.
- Geographical understanding, as well as children's spiritual, moral, social and cultural development is further supported through the school's Christian distinctiveness, charitable fundraising events and school partnerships.
- Children are motivated to take care of their immediate environment and are aware of the difference they can make to the changing world.
- Children are aware of wider environmental issues and are encouraged to think about their impact on the world around them, alongside how people can change to improve our environment and those around the world.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	How does this building stay up? -	How does this building stay up? cont'd	Where does snow go? -	Sunshine and Sunflowers	Why is water wet? Discrete	Can we explore it?

	talk about their local area and take a journey around the school grounds, what can they see? recognising what's around town - discuss what makes somewhere town/village vs a country		comparing hot and cold countries and finding them on maps- talking about recognising weather and seasons. Who would live here?	-caring for the natural environment-	and ongoing themes to consolidate learning	- travelling and journeys - stories about and from other countries and cultures. Discussing where they are from. Comparing weather and what to pack for a journey to different places. Making maps of the school
R	Who loves me? -talk about ourselves - where we live, our school, where we have been on holiday.	Why do leaves go crispy? - talk about seasonal changes/ leaves/weather/darke r days etc	Which was the biggest dinosaur? - What were dinosaurs, what did they look like, where are they now, fossils,Mary Anning , we excavate fossils and make fossils. Talk about carnivores and herbivores, habitats	Dragons and castles - exploring seasonal changes - going on a spring walk	Why do spiders eat flies? Lots about habitats - making our own minibeast habitats	Are eggs alive? - talking about farms
1	Fieldwork in the Local Area	Countries & Capital Cities of the UK ; Using Locational Language; Using Maps; Geographical Similarities and Differences	Using & Making Maps; Describing Physical Features	Locating Countries and Cities; Comparing Areas of UK with Rio	Making maps	Discrete
2	Look at aerial photographs of school to describe the features and characteristics of an area of land	Weather, naming of continents and oceans Using & Making Maps; Location Knowledge; Using & Giving Directions	Amazing Structures around the World; Towers and Bridges in the Local Area	Fieldwork in the Local Area; Human & Physical Features; Using and Making	Plants in the Local Environment ; Plants of the World	Coastal features

				Maps with Keys; Looking at Aerial Images		
3	Fieldwork; Using Maps to Locate Countries & Continents	-Food Miles and Fair Trade	Earthquakes & Volcanoes. Compass work	Important Rivers – The Nile. River formation & key aspects of physical & human geography	Discrete	Ancient and Modern Day Greece; Geographical Features; Using Maps
4	Using maps; settlements; Europe	Comparing Britain and Italy; Using Maps; Locational Knowledge; Human and Physical Geography	Discrete	Using World & US Maps; Human & Physical Geography	Using maps; physical & human	Seas and Oceans of the World; The Great Barrier Reef; Environmental Issues
5	Using maps	Locating Physical Features	Map Reading; Using Coordinates ; Human & Physical Feature	Historical Maps; local historical study	Changes in Local Community	Land Use; Food Origin; Geographical Skills and Fieldwork; Map Work; Climate
6	Discrete	Listening, Performing & Composing	Features of the Polar Region	Local Community / Where I Live	Using Maps; Human & Physical Geography of Mexico	Locational Knowledge