









## Ashdene Primary School – Geography Curriculum

<p><b>Purpose of Study</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The pupil's 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.</li> <li>• Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are formed, interconnected and change over time.</li> </ul>
<p><b>Aims</b></p>	<ul style="list-style-type: none"> <li>• To 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.</li> <li>• To 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.</li> <li>• To be competent in the geographical skills needed to:             <ul style="list-style-type: none"> <li>○ Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes,</li> <li>○ Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>○ Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> </ul> </li> </ul>
<p><b>Curriculum Design</b></p>	<p>The Ashdene Geography Curriculum explicitly sets out the substantive and disciplinary knowledge children will learn in each lesson to ensure there is clear interplay between the knowledge and skills taught. To support schema development, lessons are sequenced to build on prior learning with each lesson having clearly defined knowledge to revisit, which will help to support and deepen their understanding of their new knowledge that lesson.</p> <p>The Ashdene Geography Curriculum has been designed accounting for geographical location. In EYFS and Year 1, children begin by learning about their local area. This progresses to the UK when children move into Year 2. In KS2, the topics children cover build on their prior knowledge with them learning about the wider world, giving children opportunities to compare locations, drawing in on their geographical skills and geographical thinking. Key themes run throughout the curriculum including human and physical geographical features and human impact.</p> <p>Links within the curriculum have been implemented throughout the Key Stages. This is with the intent that the curriculum will be able to retrieve prior learning from previous topics as well as gain a stronger understanding of the human and physical geography of an area. For example:</p> <ul style="list-style-type: none"> <li>• Amazon Rainforest and Amazon River – Y2 (Rainforests) Y4 (Rivers) Y6 (Biomes)</li> <li>• Russia – Year 4 (Rivers) Year 6 (Biomes)</li> <li>• UK – EYFS (Discovering the UK) Year 1 ( Local Area) Y2 (London) Y3 (Settlements) Y4 (UK Coasts) Y6 (World Trade)</li> </ul> <p>The teaching of geographical skills is progressive from EYFS to Year 6 and every year group teaches the geographical skills alongside the substantive knowledge, they interlink with each other throughout the curriculum. It is designed to allow time for children to practice and apply their knowledge and skills for a purpose.</p>



Personal Development Links						
	RESPECT	SMSC	Rights Respecting	British Values	Jigsaw	Trips & Visits

## Topic Overview

	HT1	HT2	HT3	HT4	HT5	HT6
Reception		Celebrations	Things with Wings	Things with Wings	Discovering the UK	Explorers
Year 1		Local Area - Wilmslow				Seaside
Year 2		UK - London				Rainforests
Year 3		UK – Settlements				Climate Zones
Year 4		Mountains and Rivers – UK, Europe and the wider world including water cycle				Coasts - Llandudno
Year 5		Earthquakes				Volcanoes
Year 6		Biomes and Vegetation Belts				World Trade

## Fieldwork Skills

			
Map Reading	Aerial Photographs	Map Drawing	Fieldwork Skills