Sharow CE Primary School Geography Curriculum

Our Long Term Plan for Geography covers three units per year in a 2 year cycle and is based on the Kapow scheme of work, which is a spiral curriculum: cyclical, increasing in depth and building on prior knowledge.

Our curriculum contains four strands which run through each and every unit: Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical Skills and Fieldwork. There is an interplay between these four strands and the concepts within them do not exist in isolation from each other. For this reason, elements of each strand appear in all of our Geography units.

Throughout the curriculum, pupils are encouraged to 'think like a Geographer', questioning and explaining the world around them through enquiry (Question, Observe, Measure, Record, Present…)

Fieldwork is adapted to suit our local environment and fieldwork skills are built up over time, featuring in units where they are most appropriate to support the learning and enquiry question.

Though not directly highlighted in the National curriculum, the significance of climate change can't be overlooked: it is crucial for understanding geographical interconnections. As stated by the Department for Education's 2023 guidance, educating children on our planet's evolving conditions is vital. They aim for all schools to enact a climate action plan by 2025, fostering sustainable learning environments. Engaging pupils in this endeavor can spark enthusiasm for positive change, broaden their understanding of sustainability, alleviate climate-related anxieties, instill pride in their educational settings and share their insights within their local communities. A 2022 Save the Children survey showed 70% of young individuals experience anxiety over climate change. We aim to address these concerns by introducing global warming topics at an appropriate level, covering impacts and daily actions we can all take to mitigate the issue. While climate change is primarily discussed in Key stage 2 units, the groundwork is laid in Key stage 1 by fostering appreciation for the environment and basic understanding of physical geography, like weather patterns. The curriculum aims to approach global warming and its impacts from different points of view and has a fact-based approach that allows children to form their own opinions.

We want to empower children to contribute towards positive change, understanding environmental issues well enough to make informed choices where possible, whilst acknowledging that socioeconomic factors might limit some actions. It is appreciated that not all children will have control over particular choices and therefore any actions are only suggested, and by no means directed, within lessons.

The units in Year 1 and 2 both Cycle A and B are taught in order as they build upon each other, from local to global, when introducing the concept of scale.
The final units in upper key stage 2, regarding energy and independent fieldwork, are taught in the final terms of the year as they introduce more independence and complex thinking.

Year A	Autumn	Spring	Summer
EYFS	Flexible, small-step activities to include local geography and fit in with their chosen themes. The activities aim to lay the foundations for pupils' geography learning in Key stages 1 and 2. Activities build pupils' familiarity with maps, atlases and globes to develop their early geographical skills and fieldwork. Children begin to use simple directional language to prepare for the locational knowledge to come in Key stage 1 and 2.		
Y1/2	What is it like here? (including fieldwork on the school grounds - maps)	What is the weather like in the UK? (including fieldwork on the school grounds – recording data)	What can you see at the coast? (including fieldwork at Whitby – collecting data/ tourism)
Y3/4	Why do people live near volcanoes? (including fieldwork on school grounds - rocks)	Why are rainforests important to us? (including fieldwork at local woods – data collection)	Where does our food come from? (including fieldwork on school grounds – conducting research)
Y5/6	Why does population change? (including fieldwork in local area – urban area/ data)	Why do oceans matter? (including fieldwork at Saltburn – pollution/ data)	Can I carry out an independent fieldwork study? (including fieldwork in local area – full enquiry around relevant local topic)

Year B	Autumn	Spring	Summer
EYFS	Flexible, small-step activities to include local geography and fit in with their chosen themes. The activities aim to lay the foundations for pupils' geography learning in Key stages 1 and 2. Activities build pupils' familiarity with maps, atlases and globes to develop their early geographical skills and fieldwork. Children begin to use simple directional language to prepare for the locational knowledge to come in Key stage 1 and 2.		
Y1/2	Where am I? (including fieldwork on school grounds – Maps and symbols)	Would you prefer to live in a hot or a cold place? (including fieldwork on school grounds – measuring and recording/ comparing)	What is it like to live in Shanghai? (including fieldwork in local area – features/ maps)
Y3/4	Who lives in Antarctica? (including fieldwork on school grounds – compass points/ maps)	Are all settlements the same? (including fieldwork in local area – physical/ human features/ maps)	What are rivers and how are they used? (including fieldwork in local area – human/ physical features/ maps)
Y5/6	What is life like in the Alps? (including fieldwork in local area – recreational land use)	Would you like to live in the desert? (No fieldwork)	Where does our energy come from? (including fieldwork on school grounds – data/ solar panels)