



Nythe Primary School Geography Curriculum

'Geography is the study of earth as the home of people'

Excalibur Academies Trust's Intent

Our pupils will develop a curiosity and respect for the natural world and a strong sense of life-long global citizenship. Our pupils will develop a strong understanding of location, place, culture and sustainability which we will secure through the teaching of high-level geographic skills and field skills, developed as a continuum of learning, as pupils move through school, from nursery to the time they leave sixth form.

Nythe Primary School's Intent

Why do we teach this? Why do we teach it the way we do?

Geography is essentially about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world. At Nythe Primary School, children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum enables children to develop knowledge and skills that are transferrable to other curriculum areas. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. At Nythe Primary School our intent, when teaching geography, is to inspire in children a curiosity and fascination about the world and people within it; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Our vision is to ensure that by the time a child completes their education at Nythe, they will have visited countries in every continent in the world.

Implementation

What do we teach? What does this look like?

Our whole curriculum is shaped by our school vision 'Together, may our feathers give us wings to soar' which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that children develop the skills of a geographer by fully immersing them in all areas of the subject. The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom embedded in practise. School trips and fieldwork are provided to give first-hand experiences, which enhance children's understanding of the world beyond their locality.







Impact



What will this look like?

By the time children Nythe Primary School they will:

- Have an excellent knowledge of where places are and what they are like.
- Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- Have an extensive base of geographical knowledge and vocabulary.
- Be fluent in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- Have the ability to reach clear conclusions and develop a reasoned argument to explain findings.

- Have significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Be highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Concept	Symbol	Definition
Place		Place as a concept develops understanding of the physical and human characteristics of places. Children will understand how people's attachments and experiences in an area can lead to a greater sense of importance. As a concept it examines the uniqueness of a space and questions what is specific about this area. Place scrutinises the diversity, sustainability and other features of an area although these are often personal and subjective.
Location		Location as a concept can be explained in terms of a designated area (for example, a locality such as a town, city or country). It also refers to the specific location of a place, in terms of latitude and longitude. The idea 'relative location' allows places to be organised and located when compared with other landmarks.
Human processes and features		Human processes can be seen as human involvement that has affected the world. The concept will develop an understanding of how these events and activities can lead to changes within the places, landscapes and societies of the world. A human feature is the outcome of these processes, e.g. a settlement.
Physical processes and features		The geographical concept of physical processes looks at naturally occurring events. A physical process can be seen as events which happen naturally due to the effects and importance of a specific force of nature, e.g. volcano, plate tectonics. A physical feature is the outcome of a physical process, e.g. a mountain range.
Climate		Climate is the average weather in a given area over a longer period of time. A description of a climate includes information on, e.g. the average temperature in different seasons, rainfall, and sunshine. The climate of a location determines its biodiversity and human activity.
Environmental Impact		The concept considers the impact of human activity on the natural world, and will develop an understanding in relation to change, systems, biodiversity, living and non-living elements, interconnections, and sustainability. This key concept builds on pupil's knowledge of place, location and human processes. It explores ideas including: settlements, land use, economic activity, and the distribution of natural resources. It will also

		examine patterns of human migration and how these factors can have a significant impact on how land use changes over time.
Mapping and geographical data		The concept of scale relates to the idea of size. One version is the size relationship between a place's real-world location on the Earth and a pictorial representation on a map. This includes considering how ratio can be used to show different scales on maps. The second idea of scale is observational and takes into account how geographers compare and contrast ideas, for example globally, locally or internationally.
Cultural understanding and diversity		This concept develops an appreciation and awareness of similarities and differences between environments, places, people and cultures to help develop our understanding of different societies and economies. It will help to build an appreciation of people's beliefs and attitudes and the influence that they may have on social, environmental, economic and political issues.

Geography Curriculum Overview			
Year 1	Nythe	UK	Weather
Year 2	Australia	Hong Kong	Local Areas and Maps
Year 3	Alps	SW England	Volcanoes
Year 4	Mountains	Rivers	UK
Year 5	Kenya	USA	Fairtrade
Year 6	Earthquakes	Farming	Rainforest