



Curriculum Aims
Subject – Geography



Aims & content of the Geography curriculum at Mount Primary

At Mount Primary, we follow the Geography National Curriculum. In F2, Y1 and Y2, the knowledge and skills that children are taught is mapped across one year. In KS2, as classes in the afternoon are mixed across year groups, the knowledge and skills that children are taught are mapped out across a 2 year cycle to ensure full coverage and no repetition. The aim of teaching Geography at Mount is to help children understand the area which they live in and the wider world around them. We teach children to appreciate the human and physical aspects of their local region and the wider world through the development of their geographical knowledge and vocabulary, map work and observation skills.

The coverage has been carefully mapped with the intent to ensure the geography curriculum is –

- Ambitious for all pupils - it is expected that all pupils know the knowledge that has been mapped out, regardless of background or SEND.
- Coherently planned and sequenced, for example, local geography follows a sequence throughout the school – in Y1, children are taught locational knowledge and mapping skills using the school and the grounds, in year 2, children revisit these skills and expand their locational knowledge, mapping skills and fieldwork with New Brighton as a focus and in year 3&4 children widen their knowledge further with a focus on the North West Region.
- Designed to include a relevant focus for the children (school, New Brighton and the area they live in).

Aspects have been carefully chosen to ensure relevant links can be explored - in year 3&4, children study Italy (capital, pompeii, volcanoes) in Geography whilst they are studying the Romans in History. China has been the country that children will study in year 3/4 to ensure that children have the opportunity to explore a country that is in the continent of Asia. The Iberian peninsula has been chosen as a region that our year 3/4 children will compare with our own local region due to the similarities (peninsula) and differences (climate). Brazil is a focus in year 5/6 due to the rich culture, environmental impact (rainforest), the wealth of contrasting human and physical features and the spread of landmass across the tropics.

Children's skills are revisited from prior topics and this is made explicit on the curriculum map. An example is directional language which starts at simple directional language in Y1 and progresses to N,S,E,W in year 2, 8 compass points in year 3&4 and grid references in year 5&6.

How do you know children have learned that knowledge?

Knowledge is explicitly mapped out using statements that we want the children to *know* at the end of a unit of work. Teachers use a range of creative teaching methods to help children to learn the knowledge. Knowledge and skills are **well-defined** to ensure consistency across year groups and the whole school.

The essential knowledge has been systematically mapped out to ensure children are ready for the next stage of their learning journey. For example, they learn about their local area before their local region.

Cross-curricular links are beginning to be recognised to further embed knowledge.
Vocabulary links are identified so children can explore vocabulary in a range of contexts, for example, symbol of a map and symbol in maths.

How the Geography curriculum caters for all learners

At Mount, all children have access to an ambitious geography curriculum which will not presume that children have had broad experiences. Prior knowledge expectations have been planned into the start of each geography unit so class teachers can readily identify those children who do not have the foundational knowledge in that area and implement appropriate support.

Differentiation will give children the scaffolding to gain the required knowledge and skills. Active learning experiences will play an important role in ensuring SEND pupils fully access the geography curriculum. Alternative ways of recording information will be utilised including the use of audio and visual recording equipment. Knowledge mats have been created to be accessible – lots of diagrams, clear explanations and vocabulary banks.

Book looks will take place to compare disadvantaged pupils with their peers – if disadvantaged pupils are not performing as well as their peers, why is this the case? Where can the class teacher target their support in geography lessons?

How does your content selection develop pupils' cultural capital? (knowledge they need to become educated citizens – introducing them to the best that has been thought and said and to appreciate human creativity and achievement).

At Mount, local area topics ensure children have knowledge about the place that they live and the importance of the area. In Y1 children study their immediate surroundings, this is expanded in year 2, when children explore the local park. In year 3/4, children visit New Brighton and learn about the county they live in as well as nearby counties. In year 5/6, children learn about a nearby town and the economic importance of industry (ship building).

Comparative studies in geography allow children to appreciate the similarities and differences between the area they live and other places in the world. Italy, Iraq, Brazil and China are some of the places that will be studied, chosen due to their rich cultural heritage and links to history units of work. Choosing countries such as Iraq and Brazil allow for discussions about current affairs (deforestation, meat production, climate change) and religion (Islam). By studying both New York (including central park) and Birkenhead (including the park), children will understand the influence our local area had on the wider world.

Any trip that children go on, should be a chance for them to utilize their geographical skills. Trips in and round the local area (park, New Brighton and Birkenhead) will be planned in to each relevant unit.