



Geography at Coldfall

“The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.” Barack Obama

Intent

Why do we teach this?

Geography at Coldfall Primary School is committed to providing pupils with a foundation to better understand the wider world around them. Through the Coldfall Curriculum, we aim to provide the knowledge and skills necessary to better understand our rapidly changing world and face the ever growing challenges that arise in our societies both locally and globally.

Our learners are encouraged to be inquisitive, to pose questions and seek answers. Our geography curriculum inspires children to look closely at the world around them and develop the skills necessary to be able to interpret what they see. We want geography to be creative, fun and above all be relevant and meaningful to the children's own lives and experiences.

As such, we seek to build upon the child's "personal geography" by developing locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork, starting with them and their immediate locality before branching out and examining the national and international world.

We seek to broaden children's real-life experiences both inside and outside of school through educational visits, visitors, exploration and discovery. We encourage the use of cross curricular links, encompassing the use of subjects such as technology, art, and maths as well as allowing opportunities to develop our literacy skills.

We are fortunate to live in a community, rich in culture and diversity and we embrace the opportunities this affords us.

Through the teaching of Geography, and our values based education, we want to encourage our pupils to be global citizens, educated and aware of the world they live in and the positive impact they can have.

Implementation

What do we teach? What does it look like?

Our curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish and become the best that they can be.

We deliver a program of study using the Early Years Foundation Stage Framework (2021) and the National Curriculum.

Our curriculum is sequenced by clear skills, knowledge and understanding maps which are built upon year on year. Through the use of exciting units of learning, children are able to develop an understanding of local, national and world geography; develop interests in their immediate surroundings and beyond; develop a sound understanding and appreciation of physical and human geographical features of the world we live in, and develop an awareness of the environment and natural world we live in and the responsibilities we have to protect it.

The school's golden threads run throughout the Geography curriculum. The golden thread of diversity and inclusion is evident as they learn about the human geography in the local area, wider communities, UK and globally. In our curriculum, we explicitly plan for environmental issues to be considered along with sustainability. The theme of What

are we doing to look after the world? is present throughout the children’s learning. They are encouraged to be upstanders and to make a difference in this respect.

Where? and when?

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location Knowledge	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts This Is Me The World Around Us	The Naughty Bus What do I know about the UK and where I live? (UK and 4 countries and the sea that surround it)	Why is London our capital city and which are the other cities of the UK?	What are the main features of the UK? (counties, special features such as Lake District and holiday destinations)	Why do so many British people go to the Mediterranean for their holiday? (contrast climate and physical features)	What are the main physical and human features of North America?	What are the main features of South America and Brazil in particular? (latitude/longitude)
Place Knowledge	Describe their immediate environment using maps Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from maps This Is Me Blast OFF! The World Around Us Ocean Treasures	Why are some places in the world always hot and others always cold?	How different would my life be if I lived in a small village in Sierra Leone?	What are the similarities and differences between my life in the UK and life in France?	What creates a rainforest and why are they located where they are? (climate)	What are the similarities between a Tundra and a Desert (vegetation)	Why has Britain been an attractive place to live for many who were not born there? (consider immigration, Brexit and European Union)
Human and physical geography	Understand some important processes and changes in the natural world around them, including the seasons The World Around Us	Why is London so different to Southend?	What goes on at an airport? Or What goes on at a train station?	How is a River formed? (including rivers in the UK and the world plus the water cycle)	How are mountains formed and what causes an earthquake, tsunami or volcano?	What is Fairtrade and why should it matter to all of us?	To what extent is industry responsible for climate change?
Climate – What are we doing to look after the world?	Know some similarities and differences between the natural world around them and contrasting environments The World Around Us Ocean Treasures Dinosaur Detectives	Rise in temperature	Impact on air pollution	Water pollution plastics	Why should we recycle?		

Impact

What will this look like?

By the time children leave Coldfall 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 much human and physical environments are interrelated.
 - Have an extensive base of geographical skills, knowledge, understanding 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 reasoned arguments to explain findings.
 - Have highly developed fieldwork, geographical skills and techniques to draw upon.
- 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.
- Be excellent global citizens with an awareness of the world we live in and the positive impact we can have.