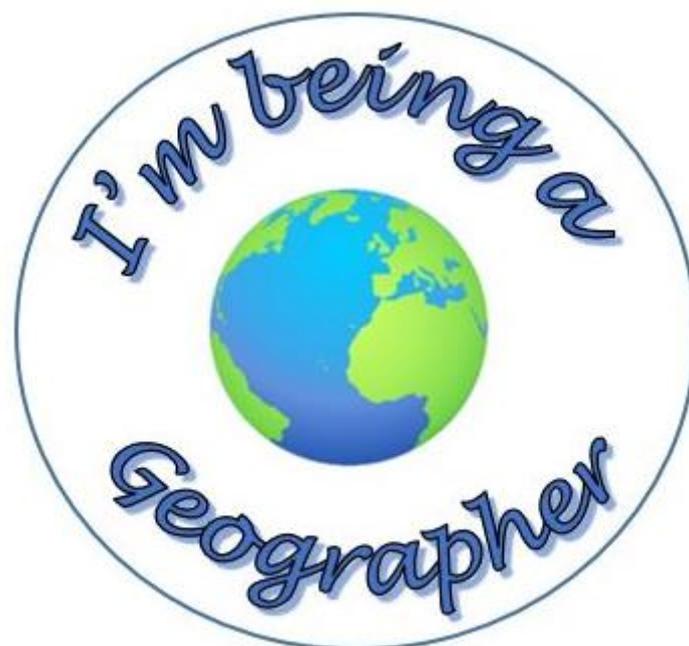




Being a Geographer at St Chad's



'Geography is the tapestry that weaves the world together'

The National Geographic society

At St Chad's, our vision of 'Learning to Love, Loving to Learn' is at the heart of everything we do. We strive to instil in our children a 'curiosity' and 'fascination' about the world and endeavour to equip them with the skills necessary to become skilled geographers. Our Geography curriculum provides children with a rich knowledge about why places are changing and to better imagine, predict and work towards, likely and preferred futures for our world. Children will be immersed in the Physical and Human processes that change and influence our natural world and learn about their interdependence.

Power through the 5C's of Learning

Alongside St Chad's vision of 'learning to love, loving to learn', St Chad's 5C's of learning drive the creation of our Curriculum. Further information as to how the 5C's of learning positively support the teaching of Geography can be identified in the table below.



<i>St Chad's Learning Cogs</i>	<i>Using our Learning Cogs within science</i>
<i>Community</i>	<ul style="list-style-type: none"> <i>• Visits and visitors</i> <i>• Local studies and field work</i> <i>• Focus on ourselves as members of the global community</i> <i>• Studies of key events that have shaped our society</i>
<i>Communication</i>	<ul style="list-style-type: none"> <i>• Talking like a Geographer</i> <i>• Knowledge Organisers</i> <i>• Sentence stems to support all learners</i> <i>• Multi-sensory approach</i>
<i>Curiosity</i>	<ul style="list-style-type: none"> <i>• Opportunities for field work and enquiry</i> <i>• All topics based on a key question</i> <i>• Opportunities to explore sources and ask questions</i>
<i>Collaboration</i>	<ul style="list-style-type: none"> <i>• Group work as part of our multi-sensory approach</i> <i>• Use of talk partners</i>
<i>Creativity</i>	<ul style="list-style-type: none"> <i>• Multi-sensory approach</i> <i>• Opportunities to share learning in a range of ways.</i>

St Chad's Geographical Concepts

Our Geography curriculum is built around three key geographical concepts.



Our Physical World

At St Chad's, we aim to ensure that all pupils develop contextual knowledge of the location of globally significant places - both terrestrial and marine. We aim to inspire our pupils to become considerate, pro-active advocates for all members of our global community. A key part of this is children understanding the physical similarities and differences between locations and the benefits and challenges these create. A close study of physical geography such as climates zones, biomes and vegetation belts underpins the pupils understanding of all aspects of geographical study. In order to understand themselves, pupils need to have a solid grasp of space, place and scale to understand where they fit in the world.



Our Global Community

With Community being a key curriculum driver, the children explore 'human influence' on our natural world e.g. trade, and migration and how communities work on a local and global scale to create a sustainable environment for future generations and we inspire our children to do the same. Through our links with History, we explore the different features and human needs of many locations in the world and look at the role global and technological advances play in addressing the gaps created by the physical attributes of an area E.g. natural disaster zones and climate and how we all have a part to play in improving the lives of individuals all over the world.

Thinking Geographically



At St Chad's we believe it is vital that our children are competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. Practical opportunities are essential in pupils developing their language and oracy as they provide ample chance for pupils to discuss what they observe and use key vocabulary in context. Through local area study, the children get to know their own context in greater detail and apply through geographical skills.

Creating Our Geography Curriculum

When creating our Geography curriculum, it is important that it links into our connected curriculum as closely as it can. Therefore, opportunities are created to allow links to be made with other subjects enabling knowledge to be sequenced and carefully mapped throughout pupils' time at St Chad's.

For example, the KS2 topic of the Galapagos islands includes geographical study of the physical aspects of the islands and a comparison with the UK but also scientific exploration into Charles Darwin's studies and theory of evolution.

[Follow this link to find out more about St Chad's Rolling Programmes.](#)

Geography in the EYFS Curriculum

The study of Geographical knowledge and skills begins in EYFS and is built sequentially to Year 6. Pupils are encouraged to explore their local environment and its features as well as how these change throughout the seasons. They use positional language and maps of the local area to identify key features. These skills are built on throughout KS1 where pupils conduct make in depth studies of the local area as well as starting to look beyond. Other cultures and places in the world are introduced to the pupils through careful choices of texts that are shared and the 'Inventing' that follows.

Being a Geographer at St Chad's

Throughout their time at St Chad's, we aim to broaden pupils' horizons through exposing them to a wide range of cultures and locations around the world. We teach them to be curious about natural features and enjoy the sense of awe as well as understanding the processes behind them. They are encouraged to explore the links between physical and human geography and to develop their geographical skills through fieldwork.

Our Geography curriculum is taught through curriculum units which are based around exploring key questions. The teaching and learning cycle is split into three sections.

Exploring	<p>Immersing pupils into the topic to encourage their curiosity.</p> <p>By KS2, this is often led by the pupils.</p> <p>This could include welcoming in visitors, trips or experience days.</p>
Deepening	<p>Building knowledge and making links to the pupils' prior knowledge.</p> <p>The focus is on developing a depth of understanding within a few key aspects of the topic.</p> <p>There is a focus on building pupils knowledge through a cycle of retrieval to ensure the pupils are learning and remembering more.</p> <p>Our multi-sensory approach ensures all pupils are fully engaged and the learning is accessible for all.</p>
Producing	<p>Children answer the key question for the term using the knowledge they have gained throughout the Deepening Phase.</p> <p>This could include Powerpoint presentations, artwork, writing, producing documentaries amongst others.</p>

Exploring phase Immersing pupils in the topic. Student led in KS2.	Deepening phase Building knowledge – focus depth of understanding rather than quantity of topics covered Making links to prior knowledge			Producing phase Assessing children's knowledge and understanding in relation to the objectives.
Week 1	Week 2	Week 3	Week 4	Week 5

Creating our Classroom Environments and Displays

When designing our classroom environments, we aim to build a positive, purposeful and inspiring environment without creating cognitive overload for our students. Therefore, our displays are all working walls, which build and develop as the pupils learn. Our Learning Journey displays centre around the key Historical/Geographical learning from that unit and include examples of work, key learning prompts, sentence stems and key vocabulary. These are used as a learning tool for the pupils.



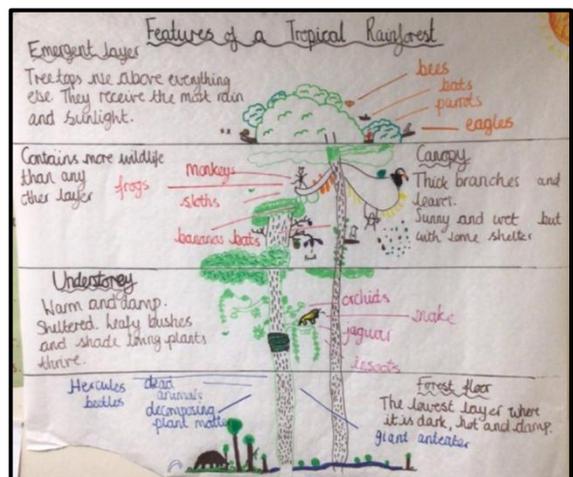
Talking like a Geographer

It is important that children are able to demonstrate a growing understanding of subject-specific vocabulary. A progression of geographic vocabulary has been created to demonstrate vocabulary that gets revisited before identifying the vocabulary that is introduced.

GEOGRAPHY VOCABULARY PROGRESSION ST CHAD'S PATCHWAY CEVC PRIMARY SCHOOL						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-Introduce vocabulary to enable children to talk about their observations and to ask questions -Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations. -Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution'.	Location and Place -UK (United Kingdom) -country -nation -flag -England -Scotland -Wales -Northern Ireland -capital city -London -Edinburgh -Cardiff -Belfast -sea -ocean -English Channel -North Sea -Irish Sea -Atlantic Ocean -Town -Seaside	Location and Place -Atlantic Ocean -Pacific Ocean -Indian Ocean -Arctic Ocean -Southern Ocean -continent -Europe -North America -South America -Africa -Asia -Oceania -Antarctica -school -grounds -playground -building -garden -pond -fence -gate -tree -bush -plant	Location and Place -Northern Hemisphere -Europe -Scotland -Edinburgh -Highlands -Southern Hemisphere -South America -hill -mountain -land use -River Nile -Lake Victoria -Uganda -Sicily -Clifton -Forest of Dean -Mount Etna -Uganda -Sicily -Clifton -Forest of Dean -Mount Etna -Mount Vesuvius	Location and Place -Europe -Italy -Sicily -Rome -Naples -River Nile -Lake Victoria -Uganda -Sicily -Clifton -Forest of Dean -Mount Etna -Mount Vesuvius -Equator -Tropic of Cancer -Tropic of Capricorn	Location and Place -Equator -Tropic of Capricorn -Tropic of Cancer -Mediterranean -Galapagos Islands -Brazil -Ecuador -Colombia -Peru	Location and Place -Equator -Tropic of Capricorn -Tropic of Cancer -Principal state -Galapagos Islands -Brazil -Ecuador -Colombia -Peru -Argentina -Nile -Bolivia -Venezuela -Guyana

Knowing More and Remembering More

To ensure children are strengthening schemas within their memory, it is important that scientific knowledge is constantly being developed and embedded within children's long term memories. Therefore, a knowledge progression has been developed to demonstrate how knowledge is introduced and then deepened throughout further units of learning.



Unit	Year 3 Unit 6		<p align="center"><u>Prior knowledge</u></p> <p>Northern Hemisphere countries include England, Egypt, China and Sudan.</p> <p>Southern Hemisphere countries include Brazil, Paraguay, Argentina and Peru.</p> <p>The location of the tropics and Greenwich Meridian.</p> <p>Many places in Asia are affected by natural disasters.</p> <p>Japanese buildings are designed to withstand earthquakes and school children have earthquake practices.</p> <p>Thailand have an early warning system for tsunami after the tsunami in 2004.</p>
Big Picture Question	How do volcanoes and earthquakes affect the world that we live in?		
Rationale	<p>Describe and understand key aspects of volcanoes and earthquakes – NC</p> <p>Understand the physical processes of natural disasters.</p> <p>Understand the physical and human impact of natural disasters.</p>		
Key Concepts	Our Physical World.		
Objectives History	Objectives Geography	<p align="center"><u>Key Knowledge</u></p> <p>The Earth is made up of the crust, the mantle, the outer core and the inner core.</p> <p>Heat flowing out of the Earth's core heats the rocks in the mantle and cause them to move around.</p> <p>The crust and upper mantle is split into tectonic plates. These roughly follow the lines of the continents and the movement of the mantle causes them to move in turn.</p> <p>Where the plates meet volcanoes, earthquakes and mountains can develop.</p> <p>Transform boundary</p> <p>Plates move past each other. The movement is jerky and can cause earthquakes.</p> <p>Convergent fault</p> <p>Two plates are pushed together. This can cause the development of mountains. If one is oceanic and one is continental, the oceanic plate is pushed down. This causes volcanoes.</p> <p>Divergent fault</p> <p>Two plates move away from each other.</p> <p>Name the 5 highest mountains in the world and locate them.</p> <p>Label the parts of a volcano— magma chamber, crater, summit, main vent, secondary vent and secondary cone.</p>	
		<p>Know what causes an earthquake</p> <p>Label the different parts of a volcano</p> <p>Know the names of a number of the world's highest mountains</p> <p>Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian</p> <p>Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p>	

Knowledge Organisers

To support all children in knowing more and remembering more when developing their scientific knowledge, knowledge organisers are used within lessons. Knowledge organisers are used to help children strengthen schemas within their memory and transfer taught knowledge into the long term memory.

<p>Unit Title: Unit 4 – How and why should we protect our planet's biodiversity?</p> <p align="center"><u>What should I know?</u></p> <p>Biodiversity means the variety of plant and animal life in the world or a given habitat.</p> <p>There are many current threats to biodiversity. These include deforestation, climate change melting ice sheets, litter and plastic waste.</p> <p>We can help protect the biodiversity of our planet in many ways: we can recycle, cut down our carbon footprints and choose the items we buy carefully.</p>	<p align="center"><u>Key Knowledge</u></p> <p><u>Rainforests</u></p> <ul style="list-style-type: none"> Tropical rainforests are generally found across the equator and within the tropics. As the sunlight strikes these areas almost straight on, they are hot and humid. The ample sunlight and moisture create the perfect conditions for flora and fauna to thrive. Deforestation means that they now cover 6% of land on Earth where they used to cover 14%. Species that are endangered include Bengal tigers, chimpanzees, orang-utan, leopards, three-toed sloths and toucans. <p><u>The Arctic</u></p> <ul style="list-style-type: none"> A polar region at the north most part of Earth. Climate change is increasing the temperature of the Earth and is melting the ice caps. Walrus, reindeer, Saimaa ringed seals and polar bears are all threatened. 	 <p><u>Key Vocabulary</u></p> <p>flora fauna biodiversity endangered extinction threatened biomes habitat global warming climate change carbon footprint deforestation</p>
<p><u>What should I know by the end of the unit?</u></p> <ul style="list-style-type: none"> Many rainforests are threatened by deforestation. We can buy products approved by the Forest Stewardship Council to help. Rising global temperatures are melting the ice caps. We can help by controlling our carbon emissions. We should recycle plastics so they do not pollute the sea. 	<p><u>Making Links – Remember when you....</u></p> <ul style="list-style-type: none"> Learnt about rainforests and their layers. Used atlases to identify the continents and oceans of the world. Learnt about how animals and plants are adapted to live in their habitats. 	

*I like using atlases to find
different places in the world.*

*I enjoy following maps in the
local community.*

Children's Voice

*I like learning all about the
different rainforests.*

*I enjoy working and learning
outdoors.*