



*Working hard to achieve our best*

## Curriculum Statement for GEOGRAPHY

**Details of the Geography Curriculum for each year group for each term can be found on the class webpages**

### **Spiritual, Moral, Social and Cultural development through the teaching of Geography**

#### **Spiritual**

Geography supports spiritual development by promoting a sense of wonder and fascination with the physical and human world. An understanding of scale is an important aspect of Geography and how small changes in climate can have far reaching consequences. Understanding that all life is linked together and create the processes that make Earth the only known inhabited planet.

#### **Moral**

Geography supports moral development by looking at a range of moral issues such how the development of cities have put pressure on wildlife. We cover moral issues of an ever increasing population and the different approaches taken by countries to tackle the problem. We explore issues of poverty and the moral dilemma of importing food and the consequences of it on global warming.

#### **Social**

Geography supports social development because social issues are common themes within geography. Children discuss issues such as global warming with an emphasis on how they can make a difference by making small changes to their lifestyles.

#### **Cultural**

Geography supports cultural development by helping children to understanding different cultures. Through geography children look at how different cultures and beliefs can impact on the environment and human issues. Children look at different places such as Egypt, Italy and Greece and are introduced to their customs and traditions allowing pupils to develop their humility and an understanding of the world as a global community.



### **Key characteristics of Geographers**

We have identified the following key characteristics which we aim to develop to enable children to become independent and confident geographers:

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



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- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- 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.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.



**Our approach to teaching Geography at Houghton Primary School**

In order that our learners are enabled to develop the key characteristics of geographers we teach geography within a contextual approach which makes the best possible use of our wonderful location in a village on the Great River Ouse as a starting point to explore the world and provides opportunities for independence and problem solving as children search for answers to questions or challenges which get them to think geographically. Supported by the teaching of a full range of practical and study skills children are enabled to carry out investigations and research which will develop their geographical knowledge and understanding. Our approach seeks to inspire and motivate our children to want to find out more and to develop a thirst for geographical knowledge.

**Opportunities for Geography**

In order to ensure that our children are provided with a range of opportunities to enable them to become confident and independent geographers we provide:

Key Stage One	Key Stage Two
Opportunities to: <ul style="list-style-type: none"> <li>• Investigate the world’s continents and oceans.</li> <li>• Investigate the countries and capitals of the United Kingdom.</li> <li>• Compare and contrast a small area of the United Kingdom with that of a non-European country.</li> <li>• Explore weather and climate in the United Kingdom and around the world.</li> <li>• Use basic geographical vocabulary to refer to and describe key physical and</li> </ul>	Opportunities to: <ul style="list-style-type: none"> <li>• Locate the world’s countries, with a focus on Europe and countries of particular interest to pupils.</li> <li>• Locate the world’s countries, with focus on North and South America and countries of particular interest to pupils.</li> <li>• Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.</li> <li>• Locate the geographic zones of the</li> </ul>



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Key Stage One	Key Stage Two
<p>human features of locations.</p> <ul style="list-style-type: none"><li>• Use world maps, atlases and globes.</li><li>• Use simple compass directions.</li><li>• Use aerial photographs.</li><li>• Use fieldwork and observational skills.</li></ul>	<p>world.</p> <ul style="list-style-type: none"><li>• Understand the significance of the geographic zones of the world.</li><li>• Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).</li><li>• Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.</li><li>• Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.</li><li>• Describe and understand key aspects of:<ul style="list-style-type: none"><li>○ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle</li><li>○ human geography, including: settlements, land use, economic activity including trade</li><li>○ links and the distribution of natural resources including energy, food, minerals and water supplies.</li><li>○ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li><li>○ Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.</li><li>○ Use a wide range of geographical sources in order to investigate places and patterns.</li></ul></li></ul>



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### Key Learning Objectives for Geography

We have identified 3 key learning objectives for geography:

- To investigate places
- To investigate patterns
- To communicate geographically



[Please click here for National Curriculum Programme of Study for Geography](#)