**Styal Primary Geography Curriculum**

**Intent**

Styal Primary School recognises the value that a high-quality geography curriculum can offer to our pupils. All pupils are entitled to a high-quality geography education which should inspire our pupils to have a curiosity and fascination about the world and its people. We want children to have a love of, and respect for, the natural environment around them.

We seek to instil in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote children’s interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human features. We want children to enjoy learning about geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits within our unique local area.

**Implementation**

We collaboratively plan our topics so that our lessons are sequential and our teaching underpins pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways.

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| Cycle A | Reception | Year 1/2 | Year 3/4 | Year 5/6 |
| Autumn | **Where do we live?**Similarities and differences within the UK | **Life on the Farm**Countries in UK Capital cities | **Europe**Similarities/ differences between UK and Italy Map Work – atlases, globes, digital maps | **Natural Resources** |
| Spring | **How hot or cold is it?** Similarities and differences within the world  | **The Arctic**Atlas and globe work Name and locate the 7 continents and 5 oceans Physical and Human features | **Africa**Name and locate the countries of AfricaExplore the human and physical features of Africa | **South America** |
| Summer | **What does a map tell us?**Features of the local environment | **Travel and Transport**Human featuresAerial photos Maps | **Marvellous Maps** | Where is **North** (and central) **America** and what does it comprise of? |

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| Cycle B | Reception | Year 1/2 | Year 3/4 | Year 5/6 |
| Autumn | Similarities and differences with the UK | Great Fire of LondonName and locatecapital cities of theUK.Physical and humanfeatures of London. | **The UK** | **Europe** |
| Spring | What does a map tell us?Features of the local environment | **What's on our****doorstep?**Reading an aerialmap.Compass directionsKey physical andhuman features ofthe local areacompared to anothervillage around theworld. | **Rainforests** | **What makes the world angry?** |
| Summer | How hot or cold is it?What does a map tellus? | **The Seaside**Maps and keys.Name thesurrounding seas ofthe UK.Physical and Humanfeatures of theseaside.Maps and keys.Identify seasonalweather patterns | **Scandinavia** | **River formation and the journey of rivers** |

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| Cycle C | Reception | Year 1/2 |
| Autumn | How hot or cold is it? | Landmarks of London |
| Spring | Features of the local environment | Fieldwork study of Styal |
| Summer | Similarities and differences within the UK. | Coastal Features |

**Impact**

The geography curriculum, like every other area, is planned and delivered in a way that we can ensure that it is fully inclusive for every child. The impact and measure of this is to ensure that children at Styal are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.