


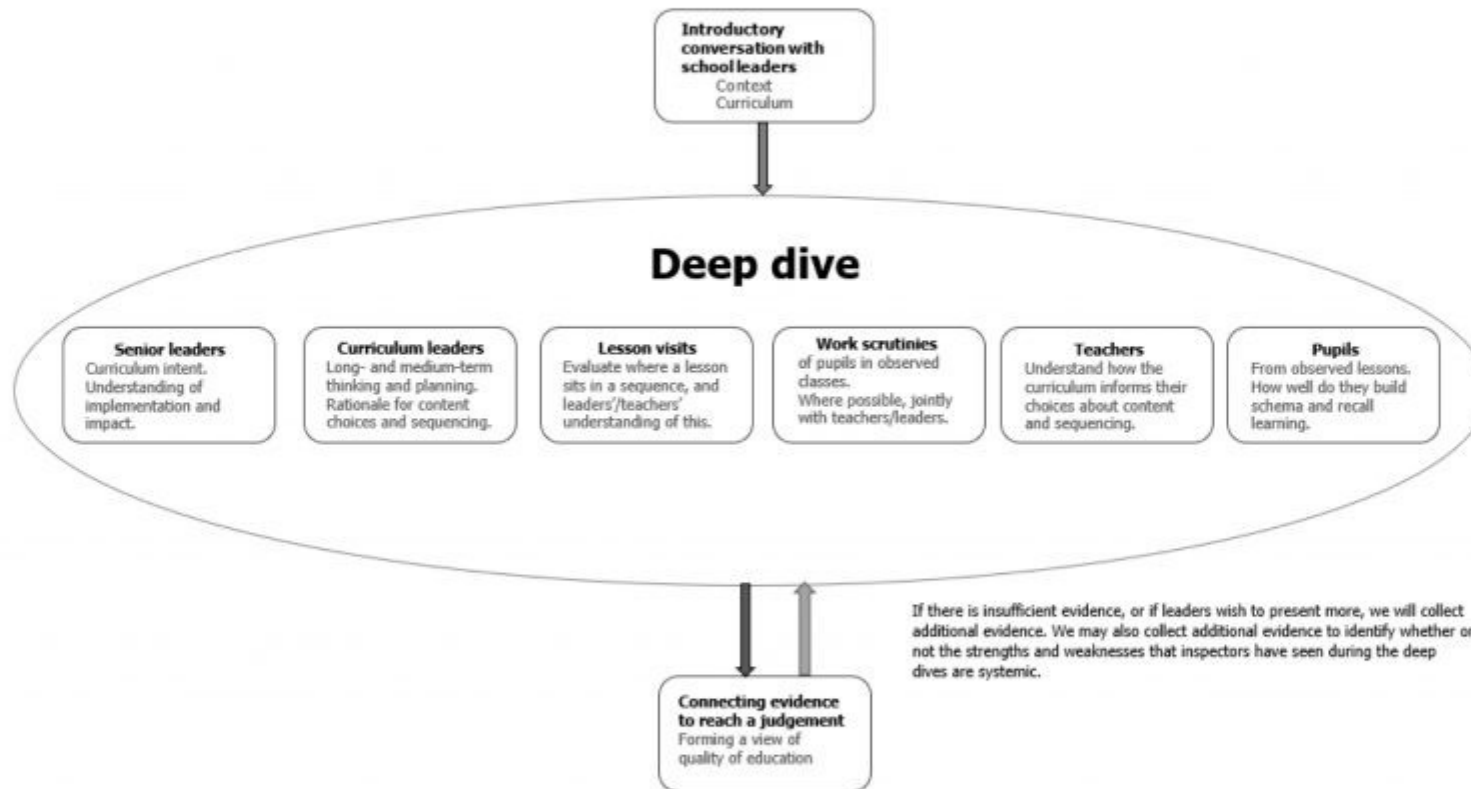


# Geography at St Andrew's



<p>It is our intent for the Geography element of our school curriculum to inspire children with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives, while equipping them with knowledge about diverse places, people, resources; and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As children progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. We want our children to gain confidence and practical experiences of geographical knowledge, understanding and skills that explain how the Earth's features at different scales are shaped, interconnected and change over time.</p>	<h3>BIG IDEAS</h3> <ul style="list-style-type: none"> <li>• Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</li> <li>• Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</li> <li>• Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>• Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>• Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> </ul>	<h3>CONTENT &amp; SEQUENCING</h3> <ul style="list-style-type: none"> <li>• EYFS—ELG: People and communities; Understanding the World; Development Matters;</li> <li>• KSI—Super Heroes: Weather; Home and Away: contrasting settlements/human features/continents and oceans; compare and contrast capital cities; Great Fire of London: how has London changed/ Columbus and his journeys/ compass directions; Castles around the world ; Our World: Seasons.</li> <li>• LKS2— Rotten Romans: cities in Europe/Tropics; World Traveller: ordnance survey, grid refence, volcanoes, earthquakes, countries in Northern Hemisphere, capital cities of Europe, features of and city, collecting rainfall, why people move. Rainforests: tropics/continents/Hemispheres/climates/reasons for settlements</li> <li>• UKS2—Ancient Egypt: Why people live near river, Location of Nile, Human and economical features, maps, aerial photo, Google Earth; Invaders and Settlers: tropics and time zones; Our Wonderful Worlds: mountains in the UK and their environments, peaks and contours, climates, effects of tourism, ordnance survey; Water Worlds: journey of the river, Erosion, locate famous rivers and cities close to them., map skills, change of coastline, Field work: Coasts and how they are formed; using maps, orienteering using technology.</li> </ul>	
<h3>LINKS WITH ENGLISH &amp; MATHS</h3> <ul style="list-style-type: none"> <li>• Lessons are well structured and led by teacher not activity</li> <li>• Taught via high quality text and images</li> <li>• Use of directional language</li> <li>• Time zones and grid references</li> </ul> 	<h3>RETRIEVAL PRACTICE</h3> <ul style="list-style-type: none"> <li>• Location knowledge</li> <li>• Important geographical concepts such as climate and terrain</li> <li>• Recall of key facts</li> </ul> 	<h3>PROGRESS</h3> <ul style="list-style-type: none"> <li>• Units of work sequenced to build on prior knowledge and concepts are built upon from previous year groups and units, leading to increased knowledge</li> <li>• Knowledge organisers to assess knowledge gained throughout a scheme of learning</li> <li>• Responses to key questions</li> <li>• End of unit reports</li> </ul>	<h3>SUPPORT</h3> <p>All children have access to the History National Curriculum</p> <p>Some pupils learn key Historical ideas with others extended to find out more</p> 

## Pre-inspection



## Bringing it together