



Geography Curriculum Statement

		Curious	Creative	Confident				
Intent	At Montpelier, Geography will allow children to gain a deeper understanding of the world they live in and their place in it. Our aim is to inspire in children a curiosity and fascination about the world and people within it whilst allowing them to develop skills which are transferable across the curriculum. Our intent is to promote the children's interest and understanding of the diversity of places, people and resources in at a local, national and global level, alongside learning about natural and human environments. Together with this, children will gain a deep understanding of the Earth's key physical and human processes and the environmental implications of natural disasters and their causes. As we live in an area full of both fascinating natural and human geography, their knowledge and understanding of their local area will be enhanced with field work investigations which will allow them to become curious, creative and confident geographers.							
Implementation	What	KS1			KS2			
		In KS1 children should be taught how to use and follow maps and design their own. They will understand the difference between human and physical characteristics in Montpelier and their local environment. They will learn how to use maps, atlases and globes to investigate the United Kingdom, Europe and the World and be able to locate the 4 countries which make up the UK, the 7 continents and the 5 oceans. They will gain the skills needed to compare and contrast the United Kingdom and Plymouth with other countries of the world.			In KS2 children will be taught about settlements and investigate the different aspects of physical geography which would encourage people to live there. They will learn about land usage, trade and natural resources th locally and in a range of countries across the globe and investigate how their location in the world has affected this. Children will learn about: different aspects of physical geography; how they occur; about different natural disasters and how climate change is affecting the globe. They will also learn about how aspects of human geography have evolved and changed over time locally, nationally and globally.			
	How	Quality teaching of geography each half a term. Using fieldwork investigations in range of ways to gain an understanding of our local environment. Visiting the moors, beaches, the city centre and our local area. Cross– curricular connections where possible, for example in the choice of reading texts. Boxes of engaging books, photographs and artefacts for children to have access to. Specialist visitors to share their passion for the subject. Quality resources which will allow us to discover the world we are unable to visit from school.						
Fingertip Knowledge	To be able to name the four countries of the United Kingdom and locate them on a map.	To be able to name the 7 continents and 5 oceans and locate them on a map or globe.	To understand the physical geography of our local area e.g. coast and moors.	To understand the human geography of our local area e.g. dockyards etc	To know how to use a map, atlas and globe confidently to locate places in the world.	To know the different climate zones of the world and how weather patterns will differ in these regions.	To know what daily life is like in different global countries: India, France, Norway, China, Brazil and certain countries in Africa.	
Assessment	Regular formative assessment		Pupil conferencing		Quizzing		Children's response to a summative assessment statement	
Impact	Quality of education		Behaviour and attitudes			Personal development		
	Children have a sound understanding of what human and physical geography is and be able to evaluate how these aspects affect daily life. They will a secure locational knowledge and understand their place in the world at a local, national and global level.		Devise geographically valid questions about change, cause, similarity and difference, and significance. Show respect when learning about places which are culturally different to them.			They should construct informed responses that involve thoughtful selection, making connections in what they have learnt. They should think critically about the effect of physical geography on the human environment and vice versa. They should analyse the links between human actions and the environment.		

