

## Curriculum Ambitions for Geography at Parkside Community Primary School

Curriculum Ambitions	To inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.		To equip pupils 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.		To deepen their understanding of the interaction between physical and human processes and of the formation and use of landscapes and environments.		To provide geographical knowledge, understanding and skills that explain how the Earth's features at different scales are shaped, interconnected and change over time.		To engage and excite children by taking their geography learning outside of the classroom where possible, a field trip, exploring our local area or even our school grounds and through the use of technology to allow them to travel the world albeit in a virtual way.	
Reasoning	As children work through the curriculum, they will know more and understand more about their local area, the UK, Europe, and the World. Children will learn about key geographical concepts such as place, space, the environment, and interconnection.		Geography's fundamental role lies in helping children to understand the world, its environments, and places near and far, and the processes that create and affect them.		It encourages a holistic appreciation of how the world works and of the interconnections between concepts such as scale, community, and cultural diversity.		Over time, children will add to their conceptual understanding with many examples of geographical knowledge in context.		Children will become more skilled at answering questions such as 'What is it like to live in this place?' What are the challenges of this environment? How have people changed this landscape over time? Children will gain an understanding of what geographers do, what they look for and what they may say about a place.	
Progression of Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
There are 5 strands in primary geography curriculum which children must enhance to become a confident	Respond to questions like what...and where...?	Respond to questions like what...and where...?	Begin to ask questions e.g., what is it like to live in this place?	Ask interpretative questions, such as 'what is...like?' Use sources of evidence to	Use sources of evidence to explain their responses to a range of	Drawing on knowledge and understanding to suggest 'what if...?', 'how	Begin to suggest relevant geographical questions and issues: recognise and			

skilful geographer and they are: <ul style="list-style-type: none"> <li>• Location knowledge</li> <li>• Place knowledge</li> <li>• Physical geography</li> <li>• Human geography</li> <li>• Geographical skills and fieldwork</li> </ul> <b>Kindly follow the link to see the progression of skills in the geography curriculum.</b> <a href="#">Geography Progression Skills</a>			Use observations to respond to questions.	explain their responses to a range of resources	resources thinking critically about the relevance and validity of the sources.	could...?', 'Why might...?' Style questions. Ask questions to enable opinions to be voiced, such as 'What do I think about it?'	explore patterns and processes.
<b>Experiences we could offer</b>  The Ambitious Geography creative curriculum could offer various opportunities to children across the curriculum by providing cross curricular links.	<b><u>Place study- English:</u></b> writing opportunities across the genres, spoken language, comprehension, and composition.  <b><u>Increasing global awareness</u></b>  <b><u>Art and DT:</u></b> the 'place' of great artists and designers, sketch books  <b><u>Increasing knowledge about our world</u></b>  <b><u>Education for sustainable development:</u></b> Environmental awareness, conservation and history	<b><u>Physical and human patterns and processes</u></b> <b><u>Maths:</u></b> number, addition and subtraction, multiplication and division, fractions, statistics, geometry, measures  <b><u>Enquiry and questioning</u></b> <b><u>History:</u></b> changes through time and the impact of settlers	<b><u>People–environment relationships</u></b> <b><u>Computing:</u></b> use technology purposefully, innovatively, and safely to create, organise, store, manipulate and share  <b><u>Multi-disciplined approach and building connections.</u></b> <b><u>Languages:</u></b> describe people, places, things	<b><u>Geographical enquiry and fieldwork-Working with others:</u></b> collaborative and co-operative enquiry, investigation, and debate.  <b><u>Working with maps and images- Working outside the classroom:</u></b> curiosity, investigating real-life examples of subject application.	<b><u>Working with information from a range of sources</u></b>  <b><u>Citizenship/SMSC/PSHE:</u></b> empathy, equity, respect, question  <b><u>Investigating the links between people and physical environments</u></b> <b><u>Science:</u></b> working scientifically, living things and their habitats, everyday materials, seasonal changes		

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