

Geography at The Nethersole CofE Academy Primary School

**To be light (living in our community and reaching out beyond it)
bringing out the God-colours in the world.'**

*Jesus said, 'You're here to be light, bringing out the God-colours in the
world.'* **Matthew 5:16**

HOPE	COMMUNITY	DIGNITY & RESPECT	FORGIVENESS	WISDOM	THANKFULNESS
					

Summer 2025

Intent -

Our curriculum intent at The Nethersole CofE Academy is to provide a broad, exciting, and challenging curriculum of the highest quality for the children in our care; encouraging, motivating and ensuring all children develop a love of learning, in order to achieve their full potential.

Vision -

The Nethersole Church of England Academy Primary School and Nursery has a Christian foundation that inspires its life and work. Following the teaching of Jesus, we accept the challenge - *'to be light [living in our community and reaching out beyond it], bringing out the God-colours in the world.'* Matthew 5:16

At the heart of our school is the belief that everyone is a child of God, fearfully and wonderfully made in his image. Our work therefore is to nurture and love every individual, child and adult, to find and develop their gifts, overcoming barriers and growing in confidence to **flourish** - to let their light shine as the very best God version of themselves. Effective teaching and learning underpin this. We wish to inspire everyone to take responsibility for creation, civilisation, and the well-being of each of other, embracing and treasuring our differences.

Our Christ led vision is for a world of justice, respect, and love, and of people who are not afraid to love and sacrifice themselves for others. Our inspiration is Jesus, who loves us in sacrifice, forgives us and reminds us that we each have something special to do to bring out the God colours of the world. We believe that there is a space for everyone to shine brightly and differently and that this adds to the richness of our school family, our community and the wider world.

Our Christian Vision for everyone to be unique shining lights in God's world is illuminated by our biblically based **Christian Values** that we learn to radiate in our daily lives - in our attitudes, relationships, behaviour, choices and decisions.

Curriculum Design -

Our curriculum is ambitious for our children and is based on the National Curriculum. Nevertheless, we recognise that this is the minimum entitlement for our children. Each subject is taught as a discrete discipline. Whilst developing our curriculum, links were considered very carefully to build on knowledge and skills within each subject, across the school and across subjects. We also carefully considered our local context, diversity, environmental awareness and health education when designing our curriculum.

The 4R's

The Nethersole CofE Academy Primary School encourages children to display the following positive learning behaviours -

Resilient Learners - Children persevere, and they do not give up, even when a task is difficult.

Responsible Learners - Children will have their equipment ready, reading books and reading diaries in school daily. Tables tidy and organised.

Resourceful Learners - Children will use their previous learning to support their new learning. They will utilise working walls and choose appropriate equipment.

Respectful Learners - Children show kindness to all and illustrate good manners to all.

What is Geography?

EYFS Definition –

Geography is embedded within the “Understanding the World” area of learning development. We learn about the physical world and our community through exploration, observation, and understanding the natural and built environments. Geography involves nurturing curiosity, developing locational knowledge, and learning about different places, people, and cultures within our expanding world.

KS1 Definition –

In geography, we learn about our world by studying the Earth’s physical features (eg. seasons, weather patterns and oceans) and human features, such as where people live and how they use the land. We learn and use skills such as careful observation, using compass directions, creating and reading simple maps and finding similarities and differences between places in the world so we can compare them to our own locality. People trained in geography are called ‘geographers’.

KS2 Definition –

Geography is the study of the Earth, it’s people and it’s places. It informs us about our planet and the world that we live in. In Geography in KS2, we continue to learn about physical features of the Earth (eg. rivers, mountains, volcanoes) and human features, such as different societies and cultures and how people interact with their environments and place in the world. Geography involves developing locational knowledge of our local area, as well as the UK, Europe, and different continents. We further develop our map skills along with investigative skills to explore local environments and broader geographical issues. People trained in geography are called ‘geographers’.

“A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should 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. As pupils 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. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.”
(DfE National Curriculum 2014)

The **National Curriculum** for **Geography** aims to ensure that all pupils:

- ✓ 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
- ✓ 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
- ✓ Are competent in the geographical skills needed to:
 - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

The Geography National Curriculum

Geography Intent -

The overarching aim for Geography at the Nethersole CofE Academy is to ensure that all pupils foster a love of learning and curiosity about the world we live in. We aim to inspire our children with a lasting fascination with the world, including developing their knowledge about diverse people, places and environments. Our children will develop an understanding of physical and human geographical processes made relevant by studying our locality as well as the UK and world communities and environments. We provide opportunities to explore the diversity of different societies and the relationships between them, enabling the children to have a strong understanding of diverse places, resources and environments and how they came to be that way. We want our children to learn key geographical skills, such as map reading, data analysis and fieldwork techniques and we provide opportunities for them to practise skills of critical thinking, questioning and analysing sources of evidence so that they form well-reasoned opinions about geographical issues. Finally, we aim that they will develop a strong foundation in geographical knowledge and an awareness of global issues which will help them lead sustainable and fulfilling lives.

Geography Implementation -

Geography is taught as a discrete subject discipline. We have long term plans that run on a two-year rolling programme to accommodate our mixed aged classes and to ensure full coverage during each key stage. Geography is alternated with History each half term. Our medium-term plans show clearly how each lesson links to our curriculum statement, Christian vision and values, our learning behaviours and British Values. At the start of each lesson, pupils have opportunities to recap their prior knowledge to encourage them to know and remember more.

During geography, children will learn both 'Substantive' and 'Disciplinary' concepts and skills. Substantive knowledge refers to the learning of the core facts and information about the topics studied. It includes learning about concepts that are repeated throughout children's education in geography, such as locational knowledge, place knowledge, human and physical geography and UK and worldwide issues and concepts.

Disciplinary knowledge includes using and developing the skills of being a geographer, such as using globes, maps and atlases and creating their own maps and routes, identifying similarities and differences between localities and learning to use grid references. Children will also practise geographical fieldwork. They will learn to pose questions and then make observations, measurements and records in order to form reasoned arguments and conclusions, backed up with their evidence. They will learn to present their findings in different ways.

Whole School Long Term Plan -

	Autumn	Spring	Summer
EYFS N	What does my home look like? What do the trees look like in autumn? What is the weather like in autumn?	What does my school look like in winter? What do the trees look like in winter? What do the trees look like in spring? What is the weather like in spring?	How do I travel to school? Where have I been on holiday? What do trees look like in summer?

		Where do different animals live in the world?	
EYFS R	Where do I live? What does my home look like? What does my school look like? What is the weather like in autumn where I live?	Where is China? Is it near or far? What is the weather like in winter where we live? Where are the cold places in our world? What animals live in cold places in the world?	What is the weather like in summer where we live? Where can I find minibeasts in our school grounds? Where are the oceans? Where have I been on holiday? What are the key features of the seaside?
1/2A	What is it like to live in my local area? School Polesworth – fieldwork and map skills Human and physical features	What are the names of the Oceans and Continents?	What is it like to live in the UK? What is the weather like? Seasons and weather patterns
1/2B	What is it like to live in the UK? 4 countries and capital cities Landmarks, including mountain ranges Seas	Are all capital cities the same? Human and physical features of Shanghai and London	Would you prefer to live in a hot or a cold country? Continents Equator North and South Poles
3/4A	Which European country would you most like to visit and why? Study France, Spain, Italy, Iceland, Russia Passport for each country activity.	What are climate zones and biomes? Latitude and longitude Time zones Climate zones of each continent Climate zones of continents in Northern and Southern hemispheres	What are climate zones and biomes? How do people adapt to survive in hot and cold places? Shackleton
3/4B	Why are rivers important? The water cycle Local area study – River Anker	Why are rainforests important to us? Brazil comparison Brazil – study the Amazon rainforest and tribes that live there Study the different areas of Brazil – distribution of wealth, favellas etc Discuss Fair trade and exports	
5/6A	Why do oceans matter? Environmental issues – plastic pollution	Where does our energy come from? To know why energy sources are important. Understand pros and cons of different energy sources. To understand how energy is generated differently in the UK and other countries To explain reasons for choosing an energy source.	What is Polesworth like? How has land use changed over time? Understand how land use patterns have changed over time – local area study – Polesworth mining.

		To collect and present data on where to position a solar panel on the school grounds.	
5/6B	What impact do natural disasters have on humans? Shake, Rattle and Roll - Earthquakes, mountains and volcanoes Study Ring of fire, Earth tectonics and San Andreas case study	Where does our food come from? Impact of food choices on environment Responsible trading Food miles Investigate – are our school dinners sourced locally? Discussion/debate – is it best to buy local or imported food? DT links	How are European countries the same and different to each other? In depth study of Greece – food/language/climate/architecture/Mount Olympus, seas, rivers, island countries Population, Settlements Economic activity, Resources and trade Compare to UK

Examples of Links -

- **Climate Zones and Biomes – links to Rivers and the Water Cycle.**

(Vertical Link – small steps within year groups or classes.)

- **Oceans – links are made to the Blue Planet.**

(Horizontal Link – same subject across the whole curriculum.)

- **Local Area Study – Polesworth – links to History – Kings and Queens and Sir Francis Nethersole.**
- **Seasons and Weather Patterns – Natural Disasters – links to Science.**

(Diagonal Link – between subjects – how learning something in one subject supports the children to learn something similar in another subject.)

Impact -

At the beginning of each unit the children answer questions to do with units they have previously studied. At the beginning of every lesson thereafter, the children answer questions based on learning from the previous lessons. They can use their knowledge notes to help them find the answers to these questions. At the end of each lesson, teachers assess the questions in the medium-term plan. These are accessible to all teachers so they can revisit prior learning before beginning a new unit. To assess if the children are committing knowledge to long term memory, we use an **'interrupting the forgetting'** strategy which will include reinforcing links to previous learning both within and across the year groups and subjects and exposing children to reading books that link to previous learning during English and story time.