THE WEALD
CofE PRIMARY SCHOOL

BEING A GEOGRAPHER AT THE WEALD

A space to learn; a space to grow.
At The Weald, we support all members of our school community – our children, our staff and our families—to make and keep this pledge so that our children learn, grow and achieve their very best.

Our curriculum:

- Puts the mental and physical wellbeing of our children at the heart of all that we do;
- Connects our learners as local citizens of today with the ideas, knowledge and skills they will need as the global citizens of the future;
- Applies National Curriculum content through real world contexts;
- Encourages our learners to be curious, ask probing questions and be brave in finding solutions;
- Enacts the core Christian values of our school '*Respect, Responsibility, Love, Trust and Forgiveness'*, which promote respect for others, responsibility for ourselves and mutual trust.
- Promotes diversity and inclusion;
- Is enriched by well-planned, outdoor learning opportunities, off-site experience days and immersive workshops.

At The Weald, our intention is to create a culture of enquiry, curiosity and challenge that runs through our whole curriculum. Our school is developing a local, bespoke version of the Curious-city™ framework which supports our teachers to create contextually relevant, enquiry-led experiences. This enquiry-led approach is enabling The Weald to create a bespoke, locally focused curriculum for our learners that goes beyond the current National Curriculum.

How is the curriculum taught at The Weald?
Our enquiry-led curriculum supports our pupils to explore subjects through a sequence of 'key questions' which build up children's knowledge and skills over time. Through our curriculum, our children see themselves as different states of being, for example, as Authors, Mathematicians and Artists – rather than simply learning about English, Mathematics or Art. Author (English) and Mathematicians (Maths) lessons are explicitly taught daily. Enquiries are planned to ensure a broad and balanced range of learning across each phase. The curriculum is enhanced by locally rich and relevant experiences, which weaves in faith, community, and culture.
We support learners to master both the *know of* and *know-how* of a subject, not just remember it. For instance, we want our learners to be Scientists, not just learn about science. It is also important to make logical links between subjects. We want our learners to discover for themselves that they can be an Author, Scientist, Geographer and Philosopher at the same time and that some adults combine these states to become Archaeologists, for instance. You will see these around our school buildings, on visual timetables, on school displays and our online learning platform. It is important that the children see the connection between the subjects they are learning and how this knowledge can be applied.
At The Weald our excellent outdoor environment and the local community are an opportunity for active learning for all our pupils. The school grounds are evolving to enrich different curriculum areas, and outdoor learning is actively promoted and planned for. We ensure in-school learning is enhanced by relevant educational visits and visitors, overnight residential visits which take place in Year 4 and 6, assemblies, charity days and responding to events in the news. A range of clubs and enrichment activities such as concerts, sports matches, gardening competitions, arts assemblies, music, and dance festivals are a regular occurrence in our school. These are a vital part of the children's development as lifelong learners and ensure individual talents are nurtured and celebrated.

How is the impact of our curriculum measured?
The impact of our enquiry curriculum can be seen and heard as well as represented in outcomes. Real learning can be seen through the children's books, displays and the challenges that the children produce. In classrooms, working walls demonstrate the learning journey; States of Being characters feature in books, classroom displays and visual timetables as well as on our website and newsletters.

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Being a Geographer at The Weald
Intent: Our Vision
Geographers at The Weald use geographical vocabulary, tools, and maps to identify and describe natural and human-created systems or features. Using fieldwork, they observe, explore, measure and record features in the landscape, and how humans interact with the world around them. They understand that humans are changing their environment and that we can all now act to create a better, more sustainable world.
Implementation: How we plan and teach for being a Geographer
Our Geography enquiries start local and then look out to the wider world. This gives learners the confidence to talk about their locality, and in turn, gives them the tools to compare their locality with other locations around the world. Through the enquiries, we aim to develop their skills in using maps, atlases and digital resources to build their knowledge of their locality, the UK and the wider world. At The Weald, we are developing our Geographers this year with a focus on map work. Trips, visitors and using our school grounds, enrich and enhance the Geographers experiences.
Impact: How we evaluate our learning as a Geographer
The impact of our enquiry curriculum can be seen and heard as well as represented in outcomes. Impact can be seen through the children's books, displays and the challenges that the children produce. In classrooms, working walls demonstrate the learning journey; States of Being characters feature in books, classroom displays and visual timetables as well as our website and newsletters.

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2022-2024: The Weald C of E Primary School WHOLE SCHOOL ENQUIRY CURRICULUM OVERVIEW						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Lower KS2 (Year 3 & 4) 2022-2023	Where does the darkness come from?	How can we find out about people in the past?	What's underneath our feet?	What is the difference between surviving and being healthy?	How can you feel the force? How do plants die?	How do plants die? Why did people travel in the past?
Lower KS2 (Year 3 & 4) 2023-2024	What is the difference between noise and sound?	Why do we live here?	Where does our water come from? What should we flush down the loo?	What should we flush down the loo? What is creativity?	Why are more people becoming vegetarian? Who stood here before us?	Who stood here before us? How can we switch off?
Upper KS2 (Year 5 & 6) 2022-2023	How are lives saved?	Who were the greater engineers? The Victorians or the Ancient Britains?	Linnaeus and Darwin – how are they connected?	Where does our food really come from?	Who is trading with whom? Why are shadows important?	Why are shadows important? How big is your footprint?
Upper KS2 (Year 5 & 6) 2023-2024	What does the Earth look like from the solar system?	How can we show what we believe in?	Where is our twin?	What do forces actually do? How can Science help the homeless?	How do we all live together?	How are you helping to save the planet? What makes a good performance great?

Lead State of Being
Supporting State of Being

	Enquiry	End of Y4:	Enquiry	End of Y6:
Locational and Place Knowledge	How do plants die? Why did people travel in the past? Where does our water come from? What should you flush down the loo?	- **locate the world's countries**, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; - identify the position and significance of latitude, longitude, **Equator**, Northern Hemisphere, Southern Hemisphere, **the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle**, the Prime/Greenwich Meridian and time zones (inc. day and night); - **locate the world's countries**, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; - **identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere,** the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (inc. day and night); name & locate counties & cities of the UK, geographical regions & their identifying human & physical characteristics, key topographical features (incl. **hills, coasts & rivers)** - **locate the world's countries**, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical (rivers/seas/oceans) and human characteristics, countries, and major cities.	How big is your footprint? How can you show what you believe in? Where is our twin? What does the Earth look like from the solar system? Where is our twin?	locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. locate the World's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.
Human and physical geography	What is underneath our feet? How do plants die?	describe and understand key aspects of physical geography, including; climate zones, biomes and vegetation belts, rivers, mountains, **volcanoes and earthquakes**, and the water cycle. describe and understand key aspects of physical geography, including; **climate zones, biomes and vegetation belts**, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Where does our food really come from? Who is trading with whom?	describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the **distribution of natural** resources including energy, **food,** minerals and water; describe & understand key aspects of Human Geography: **trade links.**

	Why do we live here? Where does our water come from? How can we switch off?	describe and understand key aspects of: physical geography, including rivers and mountains and human geography, **including types of settlement and land use.** describe & understand key aspects of physical geography, including **rivers and the water cycle.** describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of **natural resources including energy,** food, minerals and water;	How big is your footprint? Where is our twin?	describe and understand key characteristics of human geography, including types of settlement and land use, economic activity including trade links, **and the distribution of natural resources including energy,** food, minerals and water. Describe and **understand** key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
Geographical skills and fieldwork	What is underneath our feet? Why did people travel in the past? Why do we live here? Where does our water come from?	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods use the 8 points of a compass symbols and key to build their knowledge [...]	Where does our food really come from? How do we all live together? Who is trading with whom? Where is our twin?	use maps/atlases/globes and digital/computer mapping to locate countries and describe features studied. Use 8 points of a compass and 6 figure grid references use maps, atlases, globes & digital/ computer mapping [refer to NC for full statement]; use fieldwork to observe, measure, record and present [refer to NC for full statement].

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Progression

	End of Year 2	End of Year 4	End of Year 6
Locational Knowledge	Pupils can name and locate the seven continents of the world Pupils can name and locate the five oceans of the world Pupils can name and locate the four countries of the United Kingdom Pupils can name the four capital cities of the United Kingdom	Pupils can confidently locate some countries of the world on a map. Pupils can locate cities of the United Kingdom and are beginning to identify counties Pupils can identify at least 4 for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones	Pupils can locate countries of the world, including, North and South America on a map Pupils can confidently locate counties and cities of the United Kingdom Pupils can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones Pupils can confidently identify how aspects of the physical and human geography have changed over time
Human and Physical Geography	Pupils can identify seasonal and daily weather patterns in the UK. Pupils can locate hot and cold areas of the world in relation to the Equator and North and South Poles Pupils can use a wide range of basic geographical vocabulary to refer to human features, for example, city, town, village, factory, shop Pupils can use a wide range of basic geographical vocabulary to refer to physical features, for example, beach, cliff, soil, season, season	Pupils can describe an increased range of aspects of physical geography Pupils can describe an increased range of aspects of human geography	Pupils can describe and understand a wide range of key aspects of physical geography Pupils can describe and understand a wide range of key aspects of human geography
Geographical Skills and Fieldwork	Pupils can use maps, atlases and globes to identify the UK, along with the countries, continents and oceans studied in enquiries. Pupils can use simple compass directions (N, S, E, W) Pupils can recognise landmarks and basic physical and human features using photos and plans. Pupils can devise a simple map with basic symbols in a key.	Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied Pupils are beginning to use eight points of a compass, four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps) Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies	Pupils can confidently use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied Pupils can confidently use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps) Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies