



Vision (Intent)	Immersion (Our Offer)	Personalising the Curriculum to Sowe Valley (Implementation)	
<p>At Sowe Valley Primary, our geography curriculum is designed to inspire in our children a deep curiosity and fascination about the world and its people. Geography is an investigative subject, and we are committed to equipping pupils with knowledge and skills that will remain with them for life.</p> <p>At Sowe Valley, our vision of Belong, Believe, Become is at the heart of our geography curriculum. We want children to:</p> <ul style="list-style-type: none"> Belong by exploring and developing pride in their immediate surroundings, community, and local heritage in Sowe Valley and Coventry Believe in their potential to understand and influence the world around them through geographical enquiry, critical thinking, and responsible action Become informed global citizens who are aware of the interconnectedness of the Earth's human and physical systems <p>We are passionate about providing rich fieldwork opportunities to help children build meaningful, first-hand experiences of geography in the real world. Our local area is a key focus, and pupils investigate and explore Sowe Valley and Coventry to develop a deep sense of place, identity, and appreciation for their heritage.</p> <p>Our curriculum is thoughtfully sequenced to develop and extend children's knowledge from the local to the global. As pupils progress, they build upon prior learning to develop a widening sense of scale, perspective, and understanding.</p> <p>Throughout our geography curriculum, we weave five golden threads that run across all year groups:</p> <ol style="list-style-type: none"> Location – Developing map skills, place knowledge, and spatial awareness of local, national, and global geography Human and Physical Features – Understanding the characteristics and interactions between people, environments, and processes Significant People – Exploring the lives and contributions of individuals who have influenced geography and shaped the world Weather and Climate – Investigating weather patterns, climate zones, and their impact on the environment and human activity Water – Studying rivers, coasts, the water cycle, and the importance of water as a natural resource <p>By the time our pupils leave Sowe Valley, they will have developed a secure knowledge of geographical concepts and skills, an awareness of their place in the world, and the confidence to continue their learning journey in geography throughout their lives.</p>	<p>Current Practice:</p> <ul style="list-style-type: none"> Every child will participate in a visit to a farm. Every Child will gain the opportunity to visit Coventry and village location. Every Child will visit the River Sowe to explore the natural feature the school is named after. Every child will go on a visit to the seaside and enjoy real life experience such as riding on a donkey, building sandcastle and eating ice-cream! Every child will have the opportunity to write and post a letter and a postcard. Each class will have then enjoyment of raising funds to adopting a pet through a charity such as WWF. Every child will explore different habitats and the wildlife that live there Every child will have the opportunity to take park in litter picks in the local area to help to improve our local environment. 	<p>Reception</p> <p>Year 1</p> <p>Year 2</p> <p>Year 3</p> <p>Year 4</p>	<p>Reception children are introduced to the subject of Geography by exploring their local school. They walk around the school and its grounds during the first few weeks to give children a sense of understanding of their new environment. They explore the immediate location using fieldwork and interactive mapping skills.</p> <p>In Year 1 the children cover the unit : Sowe Valley and Me. They explore the local area around school, using simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. The children are introduced the countries and Capital cities of the UK and this repeats during the year to secure knowledge. The also find out about the location of London during their Great Fire of London in Spring. In Weather and the Seasons Children investigate weather patterns. The explore the Scottish Highland through the Katie Morag stories and contrast the human and physical feature found on the Isle of Coll and Coventry. They are also introduced to simple compass directions (North, South, East and West)</p> <p>Children are introduced to their local city through a trip to the Transport Museum. They plan their route and take a public bus to the location. They also are introduced the continents of the world and surrounding seas.</p> <p>In the Town and Country spring term, The compere the City of Coventry and the Village of Berkswell. The compare the physical and human features during a trip to both locations. In the summer term children explore the physical and human feature of Weston-Super-Mare in their Seaside topic. They identify and map key vocabulary and the physical and human features found there. They also experience the seaside first hand and play on the sand, dip there toes in the Bristol Channel and visit the Grand Pier. They contrast Coventry in the UK and Sidney; Australia they identify seasonal and daily weather patterns in hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>The main Geography theme is Fragile Planet. Children identify the position of disasters and areas affected by climate change using lines latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Describe and understand key aspects of: physical geography, including volcanoes and earthquakes, When studying the Romans theme in the summer term, children use mapping skills to locate countries and describe features studied (Related to the Roman Empire). The describe and understand key aspects of; physical geography, relating to Roman settlements.</p> <p>During the Anglo Saxon and Viking theme, children name and locate regions of the United Kingdom related to the invasions and their identifying human and physical characteristics, land-use patterns; and understand how some of these aspects have changed over time</p> <p>In Spring term, in the River deep mountain high topic, children visit a river, investigate physical features, measure water flow and even build a dam. They revisit the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and extend their learning by being introduced to the Tropics of Cancer and Capricorn</p> <p>With the Europe Unit, children locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>They reinforce learning of the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere. They are introduced to the eight points of a compass, four-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world. They also experience a trip to London, taking in all then key sites from an open top bus or boat along the Thames!</p>

<p>In line with the National Curriculum for Geography, we aim to ensure that all pupils:</p> <ul style="list-style-type: none"> • Develop contextual knowledge of the world's significant places—both globally and locally—including their defining physical and human characteristics • Understand the processes that give rise to key physical and human geographical features, how these are interdependent, and how they vary and change over time <p>We want our pupils to be competent in geographical skills, including the ability to:</p> <ul style="list-style-type: none"> • Collect, analyse, and communicate data through engaging fieldwork that deepens their understanding of geographical processes • Interpret a wide range of sources of geographical information—including maps, diagrams, globes, aerial photographs, and GIS (Geographical Information Systems) • Communicate geographical understanding in a variety of ways, including maps, numerical and statistical data, and extended writing 	<ul style="list-style-type: none"> • Every child will visit the River Avon. • Every child will have the opportunity to take part in a residential trip to explore a new location. • Every child will be given the opportunity to join a club. • Every child will have the experience of visiting a mountainous locality and climbing a mountain. <p>Further Development: To develop forest schools through planning trees/willow dome on the school site.</p>	<p>Year 5</p>	<p>In Year 5 Children study the Ancient Greeks, they will locate Ancient Greece on a map, identify modern-day Greece and compare it to the ancient Greek world (e.g., Athens, Sparta, Crete, etc.) and understand the physical geography of Greece (e.g., mountains, seas, islands). They will understand how the physical geography of Greece influenced its development such as how the sea enabled trade, travel, and the spread of culture along with identifying key geographical features in Ancient Greece Mountains (e.g., Mount Olympus), rivers, islands, and the Aegean Sea. In the Tudors topic children will identify key Tudor locations on a UK map, such as Stratford and understand the importance of location in Tudor exploration and trade – routes taken by Tudor explorers and how geography influenced them. Children will visit Tudor World and explore thier legacy with a tour of key human feature of the town. Children will compare Tudor maps to modern maps and explore land use and settlement in Tudor times, understanding how land was used (e.g., farming, royal estates)</p>
		<p>Year 6</p>	<p>The main geography content in Year 6 is covered in ‘We are United!’ theme. The children develop their understanding of geographical similarities and differences through the study of human and physical geography of Snowdonia and apply their knowledge first hand on a residential trip to Plas Dol-y-Moch OEC. They use fieldwork, maps and digital/computer mapping to locate Snowdon and describe features, use the eight points of a compass, symbols to build their knowledge of the United Kingdom and the wider world. In South America, children study the Amazon Rainforest and enjoy a visit from the Rain Forest Roadshow. They build on their knowledge of physical geography, including climate zones, rivers, mountains and types of settlement and land use. They are introduced to six-figure grid references and use fieldwork to observe, measure, record and present the human and physical features of the River Sowe using sketch maps, plans and digital technologies. Pupils further develop their geography skills through their Themes on Ancient Egypt and the Mayans.</p>