

Geography

What are the aims and purpose of this subject?

We follow the National Curriculum for our geography curriculum. Our aim is for the children to leave Year 6, with knowledge that has built up over their schooling and been retained – both with them being able to recall knowledge from earlier primary years and also being able to apply themselves to year group content by drawing on and building upon prior knowledge. We aim to allow children to be apply themselves confidently as they enter Key Stage 3. By the time our children leave, we want them to be competent in recalling and applying knowledge from within the national curriculum units, with an ability to work and apply themselves in geography.

Our curriculum has the same purpose as set out within the national curriculum: *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.*

Our curriculum also has the same aims as per set out in the national curriculum: *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.*

In addition to this, within our school vision we want our children to leave us inspired to learn, independent and aspirational. Geography is a fascinating and exciting subject, with great relevance to the modern world, and we aim to ensure our children are allowed to apply curiosity and their questioning minds to areas which they find inspiring. We aim that by ensuring the children develop a deep understanding of the national curriculum content, they will be able to apply their learning independently and become confident in aspiration for their future. We hold an annual geography day, in which each year group plans and delivers a series of geography related lessons with the aim of fostering an interest in the subject and which relate to real-world geographical topics. A geography after school club is also delivered in the Summer term.

We aim to keep up to date and our Geography Lead attends events concerning the planning and teaching of the subject, disseminating current developments to staff.

What are the National Curriculum requirements for this subject?

National curriculum requirements are that the children build knowledge in the following areas:

- **Locational knowledge**

KS1 -The locations and names of the seven continents and five oceans, locations and names of the four countries which make up the UK and its surrounding seas.

KS2 -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, naming and locating counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns and understanding how some of these aspects have changed over time. Identifying 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)

- **Place knowledge**

KS1 - Develop an understanding of geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

KS2 - To 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**

KS1 - To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and

South Poles. To use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

KS2 - To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle and 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**

KS1 - To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. To use 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.

KS2 - To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. To 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.

How is this subject's curriculum organised?

Geography at our school is sequential and builds on prior learning.

In our Early Years, Geography is a broad and exciting subject. We ensure that a wide range of experiences are available to our children so that they can begin to develop their knowledge. We provide many opportunities for our youngest children to find things out for themselves by making observations, talking about the immediate world around them and sharing their discoveries. Our foundation stage staff provide children with opportunities for playing and exploring, active learning and creating and thinking critically. We are keen to develop our children's knowledge of the world around them.

In Key Stage One, we teach through a lot of first-hand practical experiences and use of secondary sources. We begin to develop simple geographical language and continue to encourage our children to be curious and ask questions. The main focus at this stage, as per the national curriculum, is to develop knowledge about the world, the United Kingdom and their locality. We seek to ensure that the children understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

In Key Stage Two, teaching is again delivered via a wide range of practical activities linked to secondary sources. We further develop the children's geography related vocabulary. The main focus at this stage, as per the national curriculum, is for pupils to extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical

knowledge, understanding and skills to enhance their locational and place knowledge. The four geographical strands – locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork – become more discrete as children develop their ability to think geographically.

Geography is normally taught as a discrete subject from Key Stage One upwards, linking more to topics being covered in our Early Years. There are sometimes literacy links, with fiction texts set in different areas of the world and non-fiction texts being unpicked in shared reading. There are also meaningful links with maths, for example work on linear measurement (including imperial units), work on time zones, grid references, data handling, recording and graphical representation.

There are also sometimes trips that link to geography units – for example, a local tour when studying the geography of Manchester in Year 4 and a trip to the River Mersey in Year 3.

Why is it organised like this?

Firstly, it has been organised as it has to ensure the full national curriculum requirements are met.

We teach the required content in a series of units which show a logical progression in learning. We believe the children accessing the units as they do over the year groups supports their build-up of knowledge and skills, which they are then more likely to retain and apply.

The units are either taught in weekly teaching slots or blocked. Either way, the units are all taught throughout that year group. The build up of knowledge is clear and the units allow for the children to build off prior learning. (For example, children will look at a simple map of the school and its immediate environment in Year 1, before studying a map of the UK in Year 2 and eventually progressing to the use of atlases and six figure grid references in Key Stage 2).

In Key Stage Two, the beginning of each unit starts with a chance for the children to recall learning from previous units, with a further session used at the end of the unit to show progression (this should ideally take the form of a practical task which the children will need to address in order to demonstrate their learning).

We understand that the curriculum reflects the importance of spoken language in pupils' development. The quality and variety of language that pupils hear and speak are key factors in developing their geographical vocabulary and articulating the various concepts studied clearly and precisely. Due to our significant EAL cohort and specific speech and language issues across school, we are very careful to ensure we focus on vocabulary in all subjects (including geography). Each unit begins with a language walk through, which is done in a variety of ways, and this is revisited across the unit. We are very clear that we must not take for granted that children understand the vocabulary, but also understand that teaching this well lower down school will also support their grasp of related concepts as they move up school.

How are knowledge, understanding and skills developed in this subject?

As described above, knowledge is built up via sequential learning.

As per National Curriculum:

"Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness." (KS1)

"Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge." (KS2)

The programmes of study describe a sequence of knowledge and concepts. We understand the vital importance of developing a secure understanding of each key block of knowledge and concepts in order to progress to the next stage. Each unit, therefore, seeks to start by going over previous work and assessing how much of this has been retained – revision of previous work will then be done before moving into the new unit content.

The work undertaken in each unit is focused on the current learning objectives and outcomes required, progressing from the previous learning, and seeks by clear teaching, along with the use of varied and purposeful practical activities, to embed the relevant knowledge and skills required.

What does this subject look like...

in lessons?	in books / Seesaw?	in the environment?
Collaborative work Practical activities Research Discussions Investigation Use of physical resources Outside work where applicable Use of apps (eg Chatterpix)	Most lessons are recorded in books or on Seesaw. Each lesson has a 'Can I...' question and within a unit there will be some evidence of marking questions to allow the children to further apply their knowledge.	Each classroom has an up to date world map. Examples of children's work are displayed if appropriate.

How is this subject resourced?

All classrooms have a world map placed in an easily accessible location in the classroom. Practical resources are available, including maps, compasses and other fieldwork apparatus, and are kept by the subject lead, or in the classrooms where they are needed. The geography lead audits resources, uses available budget to address any needs that arise from audit. They also make use of available grants to further resource.