

Geography

Curriculum Statement

PURPOSE OF STUDY

Geography teaches an understanding of places and environments. Through their work in Geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognize the importance of sustainable development for the future of mankind.

AIMS

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

- Gain knowledge and understanding of places in the world;
- Increase knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- Learn graphic skills, including how to use, draw and interpret maps;
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS);
- Know about and begin to understand environmental problems at a local, regional and global level;
- Show commitment to sustainable development and an appreciation of what 'global citizenship' means;
- Develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way

SUBJECT CONTENT

KEY STAGE 1

Pupils should be taught to:

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Understand 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
- 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
- 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. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- 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
- 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
- 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.

KEY STAGE 2

Pupils should be taught to:

- 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
- Name and locate 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 understand how some of these aspects have changed over time
- 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
- 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
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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
- 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.

TEACHING & LEARNING

Within The Warriner Multi Academy Trust we aim to make Geography an engaging and relevant learning experience. We encourage children to ask as well as answer geographical questions and offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs. We also encourage the use of computers in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities and where possible, we involve the children in 'real' geographical activities, for example researching a local environmental problem.

By providing a curriculum where the content has been carefully designed and sequenced, staff are able to focus on ensuring that all pupils are able to compete on a level playing field. Our research-based guidance on the most effective teaching and learning strategies recognises that teachers and schools must be deliberate about what they teach and how they do it and so our guidance supports staff to deliver lessons appropriately modelled and scaffolded in order that children's learning is developed. These teaching and learning strategies are further developed and refined in our subject specific Professional Learning Groups where we are able to develop subject pedagogy to support teaching across our schools.

CURRICULUM PLANNING

Our Geography curriculum is ambitious for all children. It uses the National Curriculum in England 2014 Framework for Geography as the basis for its' planning and is appropriately sequenced to support the progression of knowledge and understanding within the subject.

Our curriculum is a framework for setting out the aims of our programme of education, including:

- The knowledge and understanding to be gained at each stage (intent)
- Translating that framework over time into a structure, narrative and with subject specific pedagogy (implementation)
- Evaluating what knowledge and understanding pupils have gained against expectations (impact)

Long-term planning clearly identifies the knowledge to be taught and how this builds on prior learning and where it will be further developed in the future. The planned progression built into the Geography curriculum means that the children are increasingly challenged as they move through the school. Links are made to termly themes and other curriculum subjects where appropriate and these are identified on the termly units of work. Long-term plans identify individual Geography units taught across the year group phases and follow a two-year cycle. Geography is taught by individual class teachers who take responsibility for planning, resourcing and delivering this area of the curriculum.

EARLY YEARS FOUNDATION STAGE

We teach Understanding the world in the Nursery and Reception classes as an integral part of the planned units of work covered during the year. Long-term planning indicates the appropriate descriptors from the Birth to 5 document that relate to the unit of work and area of learning and also identifies how this understanding will support learning as the child moves through EYFS and KS1. We know that supporting children to understand the world around them, starting with themselves and their immediate environment will develop a sense of curiosity and interest which can be built upon as they move through the school.

SPECIAL EDUCATIONAL NEEDS

We have high expectations for all of our children and work to ensure that barriers are able to be overcome. To that end we expect our staff to plan and deliver lessons where pupils with SEND are able to access their learning in an appropriately supported manner.

SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT

Geography units of work can often heavily focus on people and their relationships, and as such, provide a fitting place to contribute to children's Spiritual, Moral, Social and Cultural development. In Geography lessons, children are expected either to consider the needs and experiences of others, or their own personal responses to events, problems and changes. Within The Warriner Multi Academy Trust we encourage children to enquire, consider and question in all geography lessons and beyond.

ASSESSMENT & RECORDING

Teachers assess children's work in Geography by making informal judgements as they observe them during lessons and by providing written and or verbal feedback throughout a unit of work. At the end of the year, the teacher

makes a summary judgement about the work of each pupil in relation to the skills they have developed in-line with the National Curriculum in England 2014 and these are reported to parents as part of the child's annual school report. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

MONITORING & REVIEW

Class teachers are responsible for the standard of children's work and for the quality of their teaching in Geography lessons. Subject leaders work with their school teams to develop subject pedagogy across the school and to monitor the Geography teaching and learning taking place through book looks, pupil interviews and learning walks. Where strengths and examples of good practice are noted, they are shared and where areas requiring additional support are highlighted, the necessary CPD is provided.