



GEOGRAPHY CURRICULUM STATEMENT

Philosophy

Geography is a valued part of the curriculum, providing a purposeful means for exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. In Geography, pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Geography encourages children to learn through experience, particularly through practical and fieldwork activities.

Aims

The National Curriculum for Geography aims to ensure that all pupils by the end of each key stage, know, can apply and understand the matters, skills and processes specified in the relevant programmes of study.

Key Stage 1

Pupils should be taught about:

Location Knowledge

- 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 Place knowledge
- 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.

Human and Physical Geography

- 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
- Geographical skills and fieldwork
- 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 (e.g. 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



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- 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 about:

Location Knowledge

- 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).

Place Knowledge

- 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

- describe and understand key aspects of:
 - (i) physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - (ii) 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

- 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 and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Teaching and Learning Styles

The school uses a variety of teaching and learning styles in Geography lessons. The principal aims are to develop skills and understanding in designing, and evaluating as well as developing their technical knowledge. We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and



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treating these with respect. Children critically evaluate work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT. We recognise the fact that in all classes there are children of widely-different abilities in Geography and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by employing the whole school Kagan learning approach and differentiated planning.

Geography Planning

We use a Cornerstones inspired whole-school topic theme. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

We use Cornerstones and other sources as the basis for our plans, depending on where the best and most creative approach can be sourced for the particular area being studied. Key drivers behind this approach are to ensure that children have complete coverage of the National Curriculum, do not repeat topics unnecessarily and have access to the programmes of study embedded into a creative curriculum.

The Early Years Foundation Stage

We encourage the development of skills, knowledge and understanding that help reception children make sense of their world as an integral part of the school's work. As the reception class is part of the Early Years Foundation Stage, we plan opportunities based on Development Matters in the Early Years Foundation Stage (EYFS). The Development Matters statements for Geography can be mainly found in the EYFS *Specific Area of 'Understanding the World'*.

The development matters statements support the curriculum planning for children aged birth to five and forms the foundations for later work in Geography. These early experiences include: exploring and investigating, drawing on their own personal experiences and observing closely using their senses.

Assessment for Learning

We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary, as per the whole school marking policy. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil if they have yet to obtain, met or exceeded the unit objectives based on those stipulated in the curriculum.

We use this as a basis for assessing the progress of the child at the end of the year.

Differentiation

In all classes there are children of differing ability and age. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.



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The Environment

Geography at Frances Olive Anderson C of E Primary School contributes to the community by promoting the study and understanding of local sites, including the direct locality of the school. Great importance is put upon ensuring children understand the importance of living in a sustainable world and the part that they can be in looking after it.

Monitoring

Monitoring of the standards of children's work and of the quality of teaching in geography is the responsibility of the subject leader. The work of the subject leader also involves learning walks and completing a book scrutiny in each class on an annual basis, supporting colleagues in the teaching of geography, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The geography subject leader gives the Head teacher an annual action plan in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The geography subject leader has specially-allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

Review

This guidance is monitored by all teaching staff with the leadership team. It will be reviewed when changes are made to the curriculum.