

## Geography at The Federation of Priddy and St. Lawrence's C of E Primary School

### Rationale

A high-quality geography education should inspire in children a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip children 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 children 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.

### Knowledge Choice

Our children will learn to develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and know how these provide a geographical context for understanding the actions of processes. They will know 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. Alongside this they will develop the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork and interpret a range of sources of geographical information.

### Progression in Geography involves developing skills and knowledge through:

Progression in geography involves developing geographical perspective through:

- ❖ A widening study of the locational and place knowledge that forms the core of our geography curriculum moving from local to worldwide knowledge
- ❖ Using more complex and diverse geographical sources and resources as part of the curriculum
- ❖ Greater independence in applying all these skills

### End Points

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### Key stage 1 Pupils should be taught:

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.

### Locational 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 [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2
- ❖ 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:**

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.

#### **Locational 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: 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

### **Intent**

Geography is essentially about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world. At Priddy at St. Lawrence's Federation, children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum enables children to develop knowledge and skills that are transferable to other curriculum areas. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. Our intent, when teaching geography, is to inspire in children a curiosity and fascination about the world and people within it; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

### **Implementation**

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to be the best they can be.

We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensure that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Existing knowledge is checked at the start of each new topic. This ensure that teaching is informed by the children's starting points and takes account of pupil voice.

It is important that children develop the skills of a geographer by fully immersing them in all areas of the subject. The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom. School trips and fieldwork are provided to give first-hand experiences, which enhance children's understanding of the world beyond their locality.

### **Impact**

Our children are able to review their successes in achieving the lesson objectives and are actively encouraged to consider what they would like to learn. As children progress through the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context. We aim to instil and understand the values of our society and how we can protect our environment and planet for years to come. The children of Priddy and St. Lawrence's Federation will understand their responsibilities as global citizens and the power they have to initiate change both locally and globally.

### **As a Geographer leaving The Federation of Priddy and St. Lawrence's, every child will:**

- ❖ Have developed 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
- ❖ have collected, analysed and communicated with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

- ❖ have interpreted a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- ❖ have communicated geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.