

Geography

Introduction

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. Geography is concerned with pupils learning about their own locality, whilst becoming aware of and developing knowledge and understanding of the world beyond their own environment.

Geography encourages children to learn through experience, particularly through practical and fieldwork activities. At Hook Lane Primary School we believe it is important to build a geographical curriculum that endorses the importance for outdoor learning to build a curiosity for learning to help them to know more, remember more and understand more.

Geography

Aims

The aims of geography are:

- To inspire pupils about the world and for that inspiration to remain with them for the rest of their lives.
- To provide pupils with knowledge about diverse places, people, resources and natural and human environments.
- To develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- To obtain Geographical knowledge, understanding and skills.
- To enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.

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Early Years

Within the Early Years Foundation Stage, Geography is included as part of Understanding the World. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing historical understanding. This is set out in the Early Years curriculum as children needing to:

- Observe, find out about, and identify features in the place they live and the natural world;
- Begin to know about their own cultures and beliefs and those of other people;
- Find out about their environment, and talk about those features they like and dislike.

Geography

Key Stage One

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs. It is exceedingly important that our teaching not only covers the content from the National Curriculum, but also teaches the children the skills they need to become a geographer.

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A Year One Geographer;

- I can keep a weather chart and answer questions about the weather.
- I can explain where I live and tell someone my address.
- I can explain some of the main things that are in hot and cold places.
- I can explain the clothes that I would wear in hot and cold places.
- I can explain how the weather changes throughout the year and name the seasons.
- I can name the four countries in the United Kingdom and locate them on a map.
- I can name some of the main towns and cities in the United Kingdom.

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A Year Two Geographer;

- I can say what I like and do not like about the place I live in.
- I can say what I like and do not like about a different place.
- I can describe a place outside Europe using geographical words.
- I can describe the key features of an Country.
- I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley, human feature and physical features.
- I can explain how an area has been spoilt or improved and give my reasons.
- I can explain the facilities that a village, town and a city may have or need and give reasons.
- I can name the continents of the world and locate them on a map.
- I can name the world oceans and locate them on a map.
- I can name the capital cities of England, Wales, Scotland and Northern Ireland.
- I can find where I live on a map of the United Kingdom.

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Key Stage Two

During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. Teachers will ensure that links between subjects are maximized, including history, science and computing.

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A Year Three Geographer;

- I can use the correct geographical words to describe a place.
- I can use some basic Ordnance Survey map symbols.
- I can use grid references on a map.
- I can use an atlas by using the index to find places.
- I can describe how volcanoes are created.
- I can locate and name some of the world's most famous volcanoes.
- I can describe how earthquakes are created.
- I can name a number of countries in the northern hemisphere.
- I can name and locate the capital cities of neighbouring European countries.

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A Year Four Geographer;

- I can carry out research to discover features of villages, towns or cities.
- I can plan a journey to a place in England.
- I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc).
- I can explain why people may be attracted to live in cities.
- I can explain why people may choose to live in one place rather than another.
- I can locate the Tropic of Cancer and the Tropic of Capricorn.
- I can explain the difference between the British Isles, Great Britain and the United Kingdom.
- I know the countries that make up the European Union (to be confirmed).
- I can find at least six cities in the UK on a map.
- I can name and locate some of the main islands that surround the United Kingdom.
- I can name the areas of origin of the main ethnic groups in the United Kingdom and in our school.

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A Year Five Geographer;

- I can plan a journey to a place in another part of the world, taking account of distance and time.
- I can explain why many cities are situated on or close to rivers.
- I can explain why people are attracted to live by rivers.
- I can explain the course of a river.
- I can name and locate many of the world's most famous rivers on an atlas.
- I can name and locate many of the world's most famous mountainous regions in an atlas.
- I can explain how a location fits into its wider geographical location with reference to human and economical features.

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A Year Six Geographer;

- I can use Ordnance Survey symbols and 6 figure grid references.
- I can answer questions by using a map.
- I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like.
- I can describe how some places are similar and dissimilar in relation to their human and physical features.
- I can name the largest desert in the world and locate desert regions in an atlas.
- I can identify and named the Tropics of Cancer and Capricorn as well as the Arctic and Atlantic Circles.
- I can explain how time zones work and calculate time differences around the world.

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Teaching approaches

We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and we combine these with enquiry based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures and aerial photographs and we enable them to use computing in geography lessons. Children take part in role-play and discussions, and they present to the rest of the class. They also engage in a variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem, or use of the Internet to investigate a current issue. We recognise the fact that there are children of widely different geographical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of methods from the type of task set to the use of classroom support.

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Geography and Inclusion

Geography is taught to all children, whatever their ability and individual needs, thus helping to provide a broad and balanced education for all. Assessment against the National Curriculum allows us to consider each child's attainment and progress against key assessment criteria. This helps to ensure that our teaching is matched to the child's needs. We strive to ensure all pupils to have access to the full range of activities involved in learning geography. Where children are to participate in activities outside the classroom, such as a visit to a river, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

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Adaptive teaching

Using adaptive teaching to provide the opportunity for all pupils to experience success by adapting lessons, whilst maintaining high expectations for all. This may be through:

- Simplified maps, graphs and diagrams focusing on key skills/knowledge
- Scaffolded tasks
- Word banks/labels
- Retrieval questions based on prior learning to provide context for new learning
- Pre-teaching of vocabulary and new concepts using practical/visual resources to support understanding
- Dual coding visuals
- Colourful semantics for structuring sentences- prompts for 'where'
- Mixed ability partner work
- Using personal interests, motivations as starting points and links to geographical places/concepts