

## River Primary School

# Geography

**Our school policies reflect our commitment to an inclusive, creative and exciting curriculum, based around high quality teaching and learning.**

## PURPOSE OF STUDY

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 framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

## CURRICULUM DRIVERS IN GEOGRAPHY

**Collaboration:** Children will ask questions about the world they live in and be taught precise, technical geographical vocabulary, in topics such as *Road Trip USA* and *Frozen Kingdoms*. We will apply this to discuss big issues in Geography through topical conversations about such things as how climate change will affect the world. As well as working co-operatively in lessons, fieldwork will enable the development and application of collaborative skills in practical contexts. Children will discuss their experiences of Geography and communicate them clearly; they will be taught subject specific vocabulary to support them in their explanations.

**Initiative:** The use of a range of images, videos and real-life experiences will show children the beauty of Geography. They will be inspired to be inquisitive, so that they ask probing questions and are curious to explore answers. Children will be passionate and curious about the world they live in and will be able to experience Geography first hand through studying our locality, River and Dover in such topics as *Home Sweet Home*, *coastlines* and *Misty Mountains and Winding River*. They will apply their learning through each stage of the learning process, being explorers and decision makers as they shape their learning towards answering the enquiry questions.

**Diversity:** Children will be equipped with knowledge about diverse places and people. Lessons will make sure children understand similarities and differences between cultures and civilisations as well as variations in human and physical features. We are committed to ensuring children know where places are in the world and how location influences their characteristics. The learning will encourage children to broaden their ideas and views of the world, in topics like *Rio De Vida* and *Hola Mexico*. Children will be encouraged to ask questions, and learning journeys will not shy away from difficult conversations, but instead equip children with an in depth understanding. For example, the impact of trade and causes of climate change.

## AIMS

The national curriculum for **geography** aims 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.

## SUBJECT SKILLS

At River, the children are developing the necessary skills needed to understand and explore the world around them. They work to develop skills, such as, map work, questioning, researching and fieldwork. These geographical skills are developed throughout the teaching and learning of a range of geography topics covered. Children of all abilities are given opportunities to apply their skills, ensuring each child is given the best chance to achieve their potential. All children are taught to question the world around them and develop a deeper level of respect towards the places they explore and the people who live there.

At River, each geography lesson begins with either a recap of previously taught skills and knowledge or will create a link from geography to another area of the curriculum (e.g. history). This will ensure the children aware of how the new learning connects to their prior understanding.

New learning begins with an enquiry question, time is given to allow children to discuss the skills they will need to apply throughout the lesson. Teachers model using high level vocabulary, which is displayed clearly in each classroom.

Teachers are proactive in identifying misconceptions or gaps in understanding – which are often discussed or built on through the adapting of planned lessons or used as a discussion point.

Every year, children will complete a fieldwork enquiry which will encourage them to apply their geographical skills in a practical setting. These are carried out as a 'child led' investigation. At all levels in the school, children are given progressive levels of control over their fieldwork enquiry, from choosing where they want to explore to creating the enquiry question.

## Geography in EYFS

Within the EYFS, the specific area of 'Understanding the World' encompasses a range of early geographical skills and knowledge. It involves guiding children to make sense of their physical world and community through opportunities to explore, observe and find out about people, places, technology and the environment.

Understanding of the world develops as children take notice of everything around them including places, and all the things within them such as trees in the natural environment, and

roads and traffic in the built environment. Being located near Kearsney Abbey, offers a wealth of opportunities to discover and apply learning from the classroom. Finding out about places begins initially when a child learns about their own home and the things nearby, then later as children notice things on journeys to and from home. This awareness is extended by visiting places and finding out about different elements of environments in books and through using other technology. This aspect also focuses on learning about cause and effect and is developed through having conversations with adults and other children about the things they observe.

Continuous provision in the EYFS is resourced and facilitated to ensure that opportunities for early geographical skills and knowledge are developed.

## **SUBJECT CONTENT**

### **Key stage 1**

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.

#### **Pupils should be taught about:**

##### **Locational knowledge**

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 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
- 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

In KS1 our Geography curriculum topics include 'Dinosaur Planet' and 'Bright Lights, Big City,' where Year 1 will be introduced to the different continents and oceans and using locational language. Through the topics 'Coastline', and 'Let's Explore the World', Year 2 cover a range of objectives as they explore the local area, creating maps, examine changes over time and practice their use of compass directions.

## **Key stage 2**

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.

### **Pupils should be taught about:**

#### **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 in 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

### **Geographical skills and fieldwork**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-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

In KS2 our Geography curriculum topics include 'Rocks, Relics and Rumbles', 'Urban Pioneers' 'Misty Mountain, Winding River, 'Road Trip USA', and 'Frozen Kingdom'. In year four, children become familiar with locational knowledge including North America and the position of states and countries around the world. Year 6 use their geographical skills and place knowledge to find out about Antarctica, its position, landscape and climate.

### **Use of Key Questions**

The use of key questions at the beginning of Geography lessons, is one of the ways we engage children with their learning; giving them an opportunity to make connections with their prior knowledge. At the end of a lesson, teachers will return to the key question, considering the improvements children have made with their responses.

### **Hinge Questions**

During Geography lessons, hinge questions are planned at specific times to enable teachers to assess the pupils understanding and thinking at that point. Following this, the responses to the hinge question will guide the teacher's next step in the lesson – this may involve a recap or moving onto the next stage in the learning sequence.

## **CROSS-CURRICULAR LEARNING**

We approach learning through cross-curricular themes so that children make links and see the relevance of their learning in different subjects. More detail can be found in our Curriculum Policy and on our school website [www.river.kent.sch.uk](http://www.river.kent.sch.uk).

Consistent with our curriculum aims, we identify learning by subject so children know when they are learning geography. This ensures that the integrity of the subject is not degraded and children acquire the underlying knowledge needed to access the subject in later years, including the acquisition of specific subject vocabulary.

## **Assessing and Reporting**

Assessment of geography at both KS1 and KS2 is based on teacher assessment. Pupils will be assessed and their progression recorded in line with the school's Assessment Policy. Teachers make judgements by assessing the answer to the inquiry question alongside the progress made against key learning objectives throughout the unit. Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the key learning objectives

- Pupils' self-evaluation of their work
- Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

### Reporting

Teachers enter assessment data into the schools reporting system twice a year.

Parent consultations provide a formal opportunity to discuss both progress and attainment and parents also have the opportunity to have a look at the learning that children have been doing in geography, through their books. Pupil annual reports shared with parents in July, provide a formal report of attainment in geography.

## Subject Specific Assessment

As well as assessing the children's geographical understanding and knowledge during individual lessons, the children are also assessed on their ability to apply their knowledge and skills to all areas of geographical study. The progression document that details the expectations in each year group ensures that teachers are able to understand what has been taught previously, what they need to teach in their year group and what will be taught next. It is also a tool for identifying any gaps in pupils' learning and allows teachers to plan for this effectively. End points are highlighted within the progression documents, these guide teachers when making their assessments of a child's progress within geography.

## Subject Leader Evaluation, overview of Assessment and Monitoring

To ensure best practice, the subject leader has been involved in curriculum review and has worked with the teaching team to ensure that our current curriculum is well-designed to include all the required aspects of geography, whilst making it relevant to our children in our context. In taking this approach, we capitalise on the locality and learning from direct experiences as far as possible.

To evaluate the impact of the curriculum and the quality of teaching and learning, the subject leader

works alongside the senior team to monitor standards of teaching and learning. This is achieved through evidence gathering such as: a structured approach to planning, lesson visits, conversations with teachers, conversations with children together with the outcomes of their learning.

### Equality in the curriculum

The two strands to ensuring equality in the curriculum

**Equality of access to learning:** This means that we have a responsibility to ensure that all children, regardless of their profile, have **access to the same opportunity** to learn within each subject. This means that adaptations need to be made to resources and facilities, ensuring that children feel safe and any barriers to learning are addressed. This is the means to give each child and **equal chance of success**.

**Equality as part of the Curriculum:** This means that our topics for study reflect the diverse population and that our curriculum supports social inclusion through promoting acceptance and appreciation of the similarities and differences of ourselves and of others. Our focus on diversity as a driver reflects our commitment to equality. Through valuing diversity, we learn to expect, respect and value difference in others. We aim for children to recognise and understand their responsibilities towards themselves and others.

### **Children with Special Educational Needs or Disabilities**

We have a firm commitment to inclusion so that appropriate adjustments are made for children with special educational needs or disabilities. All children in school have an entitlement to a full education and we will modify and differentiate the curriculum to ensure access to the curriculum for all children.

### **Gifted and Talented Children**

We have a commitment to meeting the needs of all children, including those with an aptitude in one or more areas. It is our responsibility to maximise knowledge, skills, strengths and talents in all children, enabling them to extend and develop their potential. Gifted and talented children are recognised as having particular learning needs and the curriculum is extended in this subject through learning challenges to ensure that positive learning and progress is sustained.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Chair of Learning and Development Team

### **Linked Documents**

Whole School Long Term Curriculum Plan  
Year Group Medium Term Curriculum Plans  
Geography - Quick Reference including Big Ideas