

Geography

Reviewed June 2020

Intent

At Robsack Wood Primary Academy we believe Geography should be about developing an understanding of our world, through experience, investigation and learning from a range of resources. We aim for pupils to develop knowledge about diverse places, people, resources and natural and human environments and to understand physical and human processes. Pupils study their local area and contrasting places in the United Kingdom and other parts of the world.

At Robsack Wood Primary Academy our intention is to provide quality teaching and learning of Geography. We aim 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.

Implementation

Skills

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through geography the children learn a range of skills, concepts, attitudes and methods of working. We also seek to encourage pupils to develop the following skills:

- Use world maps, atlases and globes.
- Use fieldwork and investigation skills.
- Use compass skills and locational and directional language.
- Use aerial photographs.
- Use grid references, symbols and keys on a map.

Teaching and Learning style

Geography forms part of the Academy curriculum policy to provide a broad and balanced education to all pupils. Through our Geography teaching we provide learning opportunities that enable all pupils to make good progress. We do this by setting suitable learning challenges and responding to each child's different needs. Geography teaching focuses on enabling pupils of all abilities to think about the world around them. We encourage children to engage in Geography at a personal level by drawing on their existing knowledge, skills and understanding of the topic. Therefore, we teach Geography through sensory experiences such as fieldwork, a range of practical resources, and the use of visitors. Pupils are encouraged to ask as well as answer geographical questions.

Early Years Foundation Stage (Understanding the World)

This covers the subjects Geography, Science, DT, History, RE and ICT. This is a major area of learning and enquiry focusing on pupil's developing knowledge and understanding of their environment, other people and features of the natural and made world. It provides a foundation for historical, geographical, scientific and technological learning.

Key Stage 1

Key Stage 1 focuses on pupils being able to 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 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.
- 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 academy and its grounds and the key human and physical features of its surrounding environment.

Key Stage 2

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 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. **Place knowledge**
- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, 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, and the distribution of natural resources.

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, 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.

Impact

Assessment and Reporting

At Robsack Wood Primary Academy, we assess pupil's work in Geography by making informal judgements as we observe them during each Geography lesson. On completion of a piece of work, the teacher marks the work and will make comments as necessary. At the end of a unit of work, the teacher will make a summary judgement about the work of each pupil, if they are working towards, working at, or exceeding the unit objectives. We use this as a basis for assessing the progress of the child at the end of the year.

The contribution of Geography to other curriculum areas

Geography contributes significantly to the teaching of a range of subjects; such as English and the development of pupil's speaking and listening skills through asking and answering geographical questions or presenting their findings to the rest of the class, and writing by composing reports. Maths; pupils learn to use numbers when developing an awareness of grid references through looking at and creating maps. Computing; through the use of the internet to undertake research as well as looking at maps.

Policy Status and Review

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