

## **Altham St. James CE Primary School**

### ***Living our lives as Jesus wants us to***

#### **Introduction**

At Altham St. James we are committed to providing a high-quality geography education that will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Our aim is to equip pupils with knowledge about their local environment, 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.

#### **Aims**

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.

#### **Early Years Foundation Stage:**

We encourage the development of skills, knowledge and understanding that help reception children make sense of their world. 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. They will also include using age appropriate software and technology.

#### **Key stage 1**

Pupils will develop knowledge about the world, the United Kingdom and their locality. They will 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 will be taught to:

#### **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

## **Key stage 2**

Pupils will 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 will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils will be taught to:

### **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

### **Geography curriculum planning**

At Altham St. James, geography is taught through a topic approach. Our Curriculum is carefully planned over a two-year cycle in Key Stage 1 and over a four-year cycle in Key Stage 2. Our long-term and medium-term plans map out the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. Emphasis is placed on the development of enquiry skills and empathy, as well as on factual knowledge.

### **Teaching and Learning**

The use of a variety of enriching teaching approaches and of resources is encouraged through:

- Teacher presentations, role-play and storytelling.
- Question and answer sessions, discussions and debates about topical issues.

- Individual and group research and presentations.
- Photographs, pictures, maps and globes.
- Well stocked Topic Boxes for each area of the geography curriculum.
- ICT- interactive white board and internet resources, video, CD ROMS, TV and other visual and audio resources.
- Fieldwork, visitors and visits to places of geographical interest especially in the local area.
- Special events

### **Assessment and Recording**

Assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and the school's Marking Policy will guide marking work. Progress is reported at the end of the academic year in the school report.

### **Monitoring**

Monitoring takes place as part of the school's monitoring cycle through sampling children's work, lesson observations and discussions with children.

### **Roles and Responsibilities**

The staff as a whole lead the subject and each year time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.

### **Health and Safety**

Visits and fieldwork are an essential part of the Geography Curriculum helping to develop geographical enquiry and skills. Children learn best when the learning environment is ordered and they feel safe, any visit should be well organised and provide a stimulating and valuable experience. The pupils should prepare well for the visit and, on their return, use the experience to good effect in the classroom. The class teacher, or leader, should plan the visit meticulously, with the pupils' safety and welfare paramount. Please see the Policy for Educational Visits for detailed information.

### **Equal Opportunities and Race Equality Policy**

All children regardless of their race, sex, religion, religious belief or ability will be given equal opportunities to develop their knowledge, skills and understanding of Geography.

During the study of other places, similarities between the lifestyles of others and that of ourselves are drawn and negative or purely stereotypical or exotic images are challenged.

Children are made aware that decisions and processes in one locality affect and are affected by decisions and processes in other localities.

Care is taken to present both sides of a debate clearly and fairly when discussing issues over land use or physical and economic development.

During the study of economic development, children are made aware of underlying inequalities in power, influence, benefits and advantages, both physical and economic.

Children from a variety of ethnic backgrounds have an important part to play in developing a respect for those who live in other places. Their families' experiences are valued and included in our curriculum whenever possible.

October 2017

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