St. Mary's Church of England Primary School, Fownhope

The Teaching of Geography

A rich education is more than simply learning reading, writing and maths. It is about helping a child grow into their full potential as inquisitive, well balanced and cheerful adults. As a Christian school we nurture children to display the 'fruit of the Spirit', which is "love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control" (Galatians 5:22-23). At St Mary's you will find children growing in mind, body and spirit as they form good relationships with each other, the staff and discover a faith which will sustain them in a rapidly changing world. As our motto has it: "what we nurture today flourishes tomorrow".

Our philosophy for teaching Geography: Through exploring different geographical topics children are able to develop knowledge and skills and be inquisitive about the world around them. Knowledge and skills are built upon as the children progress throughout the school so that when they leave St. Mary's they have locational and place knowledge of the UK, Europe and the wider world which can be built upon as their studies progress and their curiosity continues.

Year Group	Intent – what we want to achieve (National Curriculum objective)	Implementation - what it looks like in the classroom	Impact – how we measure success and what we will see
EYFS	**Understanding The World** **Early Learning Goal 13 – People and Communities** Children will learn to:- • draw information from a simple map • recognise some similarities and differences between life in this country and life in other countries **Early Learning Goal 14 – The World** • recognise some environments that are different to the one in which they live • understand the effect of changing seasons on the natural world around them.	• learning about different people and places from stories • community visits to familiarise the children with the village in which the school is based • forest / country walks and nature trails • enrich and widen children's vocabulary through discussion • daily discussion of weather, season, temperature etc. • visits to local places and locations which are further afield • a range of visitors to school with	*We will see children who can:-* • appreciate the village and compare it to other locations • hold conversations with their teachers and their peers about the world they live in • describe aspects of life in different countries *Evidence:* • geographical language/ vocabulary used in role play • drawings and models

		different background/ from different places	• photographs • engagement in discussion.
Key Stage 1	<u>Locational knowledge</u> • 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 <u>Place knowledge</u> • 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 <u>Human and physical geography</u> • 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 <u>use basic geographical vocabulary to refer to:</u> • 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 <u>Geographical skills and fieldwork</u> • 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	**This is how it works:** • Half termly or whole term planning using Twinkl, Hamilton Trust, BBC Schools, Grammarsaurus, Literacy Shed clips, Espresso, 3D Geography, Facebook groups and other internet resources. • Link to other areas of the curriculum where possible • knowledge and skills are regularly embedded each year through having access to knowledge organisers. • work will be displayed in class or recorded in books • collaborative work as a whole school community will take place during the year and be displayed **We aim to ensure all staff will:** • positively model ideas • instil a love of learning and discovery • create a learning environment that is supportive and well-resourced • take opportunities to develop links with outside agencies and local high schools, where possible **We aim to ensure all learners will:** • continue to develop a secure knowledge and understanding of the physical and human features of the world. • use a variety of geographical terms to discuss the work that they have covered • use a range of sources, to	**Children will:** • discuss the world around them, comparing similarities and differences of human and physical features, using a wide vocabulary of geographical terms • know where people and places fit within a global context • be happy and engaged **Teachers will be able to know the impact through:** • photographic evidence • verbal discussion and feedback between staff and children • self and peer assessments of work • improved use of skill with tools
Key Stage 2	<u>Locational knowledge</u> • 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) <u>Place knowledge</u> • 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 <u>Human and physical geography</u> • 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 <u>Geographical skills and fieldwork</u> • 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	understand the physical and human features of the world. • devise geographically valid questions about change, cause, similarity, difference and significance. **This is how we will support:** • ensure access for all learners • identify children who have special needs and provide 1:1 support, group or partnered work. • challenge some children through differentiated activities. • plan for children to work individually, in pairs and groups, to work together, discuss, organise and communicate their findings **The subject leader will:** • provide support and resource links for staff • monitor progression and observe lessons • discuss the impact of the teaching taking place. **Field trips** • Local field trips to study human and physical geography. • Pembrokeshire – coastal study • City trips – London, York. • Dan-Yr-Ogof caves • Big Pit Learning environments will be stimulating and encourage revision of key vocabulary, knowledge and skills.	**How we measure impact:** • through questioning and discussion • child-led assessment such as criteria grids • targeting next steps in learning through marking