What does Geography look like in our school?

What does it mean to be a geographer?

Geography is a subject packed with excitement and wonder. We aim to excite children about the possibilities of what the world has in store for them to explore and experience.

Our new geography curriculum will allow children to develop a comprehensive understanding of local, regional and world environments. Through enquiry, fieldwork, mapping and research, children will study places in depth and gain an understanding of human and physical features. We want children to show an awareness of current global issues and the role they play, shaping responsible and conscious citizens for the future.

Geography helps children to understand how and why places are changing, and to better imagine, predict and work towards what the future may hold. Finally, we want to celebrate the diversity within our world through an understanding of the people, animals and environments within it.

Our geography curriculum is divided into three key areas of study to allow children to explore a wide range of places.

Autumn Term – Local Geography

Children will use fieldwork and mapping to develop an understanding of the human and physical features of our immediate surroundings from our school to wider Gorleston. Children will compare and contrast our local area with another area and investigate how our local landscape and community have changed over time.

Spring Term – Place Knowledge

Children will learn about the wider world including Antarctica, Europe, Africa, North America and South America. Within this unit, children will learn about human and physical features of a focus country using online research, discussions, mapping, photographs and atlases.

Summer Term – Biomes

Following on from our spring topic, children will learn about biomes and how living things grow and survive within these different ecosystems. Each class will learn about a different biome from rainforests to deserts, building on their knowledge of biomes each year. Children will investigate how climate affects the animals and vegetation that lives and grows within each biome and how our changing world impacts this.

Our Curriculum and High Quality Resources	
EYFS	Through our topics, environment, adult focused and child-led learning we seek to build on your child's individual needs and interests and relate these to the seven areas of learning. One of these is 'Understanding the world' which involves guiding children through making sense of their physical world and their community through opportunities to explore, observe and find out about people, places, and the environment. ● Draw information from a simple map ● Recognise some similarities and differences between life in this country and life in other countries ● Explore the natural world around them ● Describe what they see, hear and feel whilst outside ● 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

KS1	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 to:** <u>Locational knowledge</u> ● 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 <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 ● Locate 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: ○ Physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ○ 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, the 7 continents and 5 oceans. ● Use simple compass directions (North, South, East and West) and locational and directional language (near and far; left and right) ● Use aerial photographs and maps to ○ Recognise landmarks and basic human and physical features ○ Devise a simple map ○ Use and construct basic symbols in a key ● Use simple fieldwork and observational skills to study the geography of the school grounds and the key human and physical features of its surrounding environment.
KS2	Pupils should extend their knowledge and understanding beyond the local area to include Europe, North and South America. This will include studying 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 to:** <u>Locational Knowledge</u> ● Locate the world's countries, using maps to focus on Europe, North America and South America. ● Locate key countries and cities within these continents. ● Name and locate counties and cities of the United Kingdom. ● Name and identify the position and significance key lines of longitude and latitude including ● Children understand how lines of longitude and latitude create the Northern and Southern Hemisphere, investigating how these differ.

	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 within North or South America Human and Physical Geography ● Describe and understand key aspects of: ○ Physical geography, including: climate zones, biomes, topographical features, 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 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

At St Mary and St Peter we cover the main threshold concepts:

- **Investigate places -** understanding the geographical location of places and their physical and human features.

- **Investigate patterns -** understanding the relationships between the physical features of places and the human activity within them. Also the appreciation of how the world's natural resources are used and transported.

- **Communicate geographically -** understanding geographical representations, vocabulary and techniques.

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Feedback and Assessment

- Children benefit from live feedback during the lesson, this ensures children are correctly using vocabulary and allows for scaffolding and adaptive teaching if a child/children are not understanding a concept or task.
- Written feedback provides children with next steps and the opportunity to improve and edit their work in the following lesson.

Assessment and Tracking Progress	
EYFS	In EYFS we use the Development Matters Framework to assess children every term to inform their next steps.
KS1/KS2	Formative assessment is used in geography to assess children's understanding on a lesson by lesson basis. This allows teachers to give meaningful next steps and adapt teaching in the following lesson for groups of children or the whole class.

	At the end of a unit, the children complete a double page spread to showcase their learning and progress. From this, we can see who is working towards, working at or working above the national expected level. This is noted on an assessment pro-forma to support teachers in planning the subsequent unit with groups of children and gaps in knowledge in mind. This information quill be accessible to subsequent teachers to ensure progression across the year groups.

Provision is made for those children who need additional support on an individual basis.