



## GEOGRAPHY SUBJECT STATEMENT

Geography inspires in pupils a curiosity about the world and its people; equips pupils with knowledge about diverse places, people, resources and environments; and develops understanding of Earth's physical and human processes.

The school aims that all pupils:

- develop contextual knowledge of the location of globally significant places including defining physical and human characteristics and how these provide a geographical context for understanding actions of processes
- understand processes that give rise to key physical and human geographical features of the world, how these are interdependent, how they bring about spatial variation and change over time
- 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 and aerial photographs
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

### EYFS

Children learn about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

### Key Stage 1

Pupils develop knowledge about the world, the U.K. and their locality; they understand basic subject-specific vocabulary and begin to use geographical skills, including first-hand observation. Pupils are taught:

Locational knowledge

- name and locate world's seven continents and five oceans
- name, locate, identify characteristics of countries and capital cities of the U.K. and surrounding seas

Place knowledge

- understand similarities and differences of an area of the U.K. and an area in a non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the U.K. and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use geographical vocabulary to refer to key physical features (including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and key human features, (including city, town, village, factory, farm, house, office, port, harbour, shop)

Geographical skills and fieldwork

- use maps, atlases, globes to identify the U.K. and its countries, and other countries, continents and oceans
- use simple compass directions, locational and directional language to describe location of features, routes
- 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 extend their knowledge to include the U.K., Europe, America including location and characteristics of a range of features; they develop understanding and skills to enhance locational and place knowledge. Pupils are taught:

### Locational knowledge

- locate the world's countries, using maps to focus on Europe and North and South America, concentrating on environmental regions, key physical and human characteristics, countries, 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 latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, 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 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 (e.g. climate zones, biomes and vegetation belts, rivers, mountains, the water cycle) and human geography (e.g. land use, trade links, natural resources)

### Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries, describe features and eight points of a compass, four and six-figure grid references, symbols and key (including O.S. maps)
- use fieldwork to record human and physical features in the local area using a range of methods

### Agreed approach to teaching and learning:

- Long and medium term planning cycles are on a two yearly rotational basis to ensure that pupils have complete coverage of the NC Programme of Study. Lesson plan formats link to SOLO<sup>1</sup> stages.
- In the Learning Projects planned for each class, progress in geography will be characterised by:
  - an increase in breadth of studies i.e. extension of content – places, themes environments
  - an increasing depth of study i.e. gradual development of concepts, deeper understanding of increasingly complex and abstract processes, patterns and relationships
  - continuing development of skills i.e. specific geographical skills such as map work, skills of enquiry
  - increasing opportunities for children to examine social, economic, political and environmental issues i.e. develop greater understanding of the influence of people's beliefs, attitudes and values

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<sup>1</sup> SOLO stands for "structure of the observed learning outcome". It is an approach designed by educational psychologists John Biggs and Kevin Collis to scaffold higher-order thinking for pupils.

<i>Different stages of S O L O Taxonomy</i>				
<i>Pre-Structural Level</i>	<i>Uni – Structural Level</i>	<i>Multi-Structural Level</i>	<i>Relational Level</i>	<i>At the extended abstract Level</i>
<i>I am not sure about this subject</i>	<i>I have one idea about this subject</i>	<i>I have several ideas about this subject</i>	<i>I can link my ideas together to see the big picture</i>	<i>I can look at these ideas in a new and different ways</i>
				