

FELSTED PRIMARY SCHOOL

GEOGRAPHY – APRIL 2024



Nurturing today's minds for tomorrow's challenges

- Be Respectful
- Be positive
- Be the best you can be
- Save our world!

VISION

Geography teaches an understanding of places, the human and physical processes which shape them, and the people who live in them. Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and the rest of the world. They will learn about the continents and oceans of the world as well as the countries and seas around the UK. Through their learning they will learn how to draw and interpret maps and develop their enquiry skills. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Children should develop knowledge about diverse places, people, resources and natural and human environments and the interaction between people and places. In their geography learning they should learn about climate change, the impact of this on people and places and what can be done to help slow this down.

1. AIMS AND OBJECTIVES

- to inspire a curiosity and fascination about the world and its people
- to stimulate children's interest in their surroundings and compare and contrast human and physical features to describe and understand similarities and differences between various places in the UK, Europe and the Americas
- to locate and understand the geography of globally significant places
- to understand how places can change over time and the processes that take place
- to increase children's knowledge of other cultures
- to learn and use geographical vocabulary
- to allow children to learn graphic skills, including how to use, draw and interpret maps
- to develop a variety of other skills, including problem solving, using technology, investigative activities and to encourage children to ask geographical questions
- to use fieldwork to collect, analyse and communicate with a range of data gathered that deepen their understanding of geographical processes
- use a variety of geographical resources and understand how to interpret them
- Develop an appreciation for how humans are impacted by and have evolved around the physical geography surrounding them and how humans have had an impact on the environment, both positive and negative, whilst also enhancing children's sense of responsibility for the care of the Earth and its people

2. TEACHING AND LEARNING STYLE

We use a variety of different teaching and learning styles in geography lessons for all children to be able to learn. We offer opportunities to use a variety of resources such as maps, statistics, graphs, pictures and photographs. Wherever possible we make use of technology to enhance learning. Children take part in group activities, paired-work, role-play, problem-solving tasks, geographical enquiries and have opportunities to report to the rest of the class. Where possible we invite visitors/speakers into the classroom with firsthand knowledge of communities and places and we also draw on the real experiences of pupils to enrich geographical study. Teachers organise field work in the local community in order to motivate pupils and bring learning to life.

3. DIFFERENTIATION

We recognise that there are children of widely different geographical ability in all classes and teach geography using a mastery approach that allows all children to take part in lessons and learning. We achieve this by;

- setting differentiated activities

- setting common tasks/ investigations which can have a variety of different responses or outcomes
- using open-ended questioning, thereby ensuring that all pupils can participate in discussion
- providing resources that match the ability of the child
- using classroom assistants to support individual children
- organising learning in mixed ability groups thereby ensuring peer support and mentoring

3.1 We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school.

4. GEOGRAPHY FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Through our geography teaching we provide learning opportunities that enable all pupils to make progress. Teachers are required to plan carefully to ensure that any child with SEND is able to access the geography curriculum at their level of understanding and with appropriate support.

5. EQUAL OPPORTUNITIES

All children will be given equal access to geography irrespective of race, gender, and creed, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of geography.

6. GEOGRAPHY CURRICULUM PLANNING

- We use the KAPOW Geography scheme of work, which is planned using National Curriculum objectives. We teach Geography once a term, it alternates with History.
- Kapow Primary's Geography scheme of work aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through this scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.
- We want to encourage:
 - A strong focus on developing both geographical skills and knowledge.
 - Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
 - The development of fieldwork skills across each year group.
 - A deep interest and knowledge of pupils' locality and how it differs from other areas of the world.
 - A growing understanding of geographical concepts, terms and vocabulary.

7. FOUNDATION STAGE

We teach geography in reception classes as an integral part of topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the geographical aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's Understanding of the World through activities such as using toy cars and road maps, using Beebots to plan routes, observing their natural environments. Children learn about their environment, the local area as well as other

countries and cultures through stories, food and celebrations. They also look at sustainability and how they can help take care of their environment.

8. THE CONTRIBUTION OF GEOGRAPHY TO OTHER SUBJECTS

8.1 LITERACY

The teaching of Geography is enriched and reinforced through the English curriculum. Teachers can base their literacy units around geography topics, for example writing explanations about natural land forms such as volcanoes and earthquakes. They will also look at stories and poems from other countries.

8.2 MATHEMATICS

Pupils are given opportunities to use co-ordinates when they are reading maps. They are also required to interpret data from graphs and read scales and keys from maps. They are further required to take measurements using thermometers and rain gauges.

8.3 COMPUTING

Pupils use computers to present written work and to research information using the internet and Purple Mash. Children have the opportunity to use the digital camera to record and use photographic images

8.4 PSHRE AND CITIZENSHIP

Geography helps children to develop informed opinions about the quality of their environment and the future of their human habitat it also enhances children's sense of responsibility for the care of the Earth and its people.

9. HEALTH AND SAFETY

We enable pupils to have access to the full range of activities involved in learning geography. Where children are to participate in activities outside the classroom, for example, a field trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils. All visitors coming in to school have to show their DBS and sign appropriate forms.

10. ASSESSMENT AND RECORDING

We assess children'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 comments as necessary. Assessments are made and reported to parents in their end of year reports which shows the progress the children have made that year. The criteria for these assessments are matched to the National Curriculum level descriptions.

11. MONITORING AND REVIEW

Monitoring of the standards of children's work and of the quality of teaching in geography is the responsibility of the subject co-ordinator. Evaluations are made in discussion with the class teacher. The geography co-ordinator should be informed about current developments and provide a strategic lead and direction for the subject in school.

12. RESOURCES

Geography resources and text books are grouped according to subject and are reviewed each year. The library contains a good supply of topic books and computers and i-pads are available to support children's individual research.

Signed:

Date:

To be reviewed: