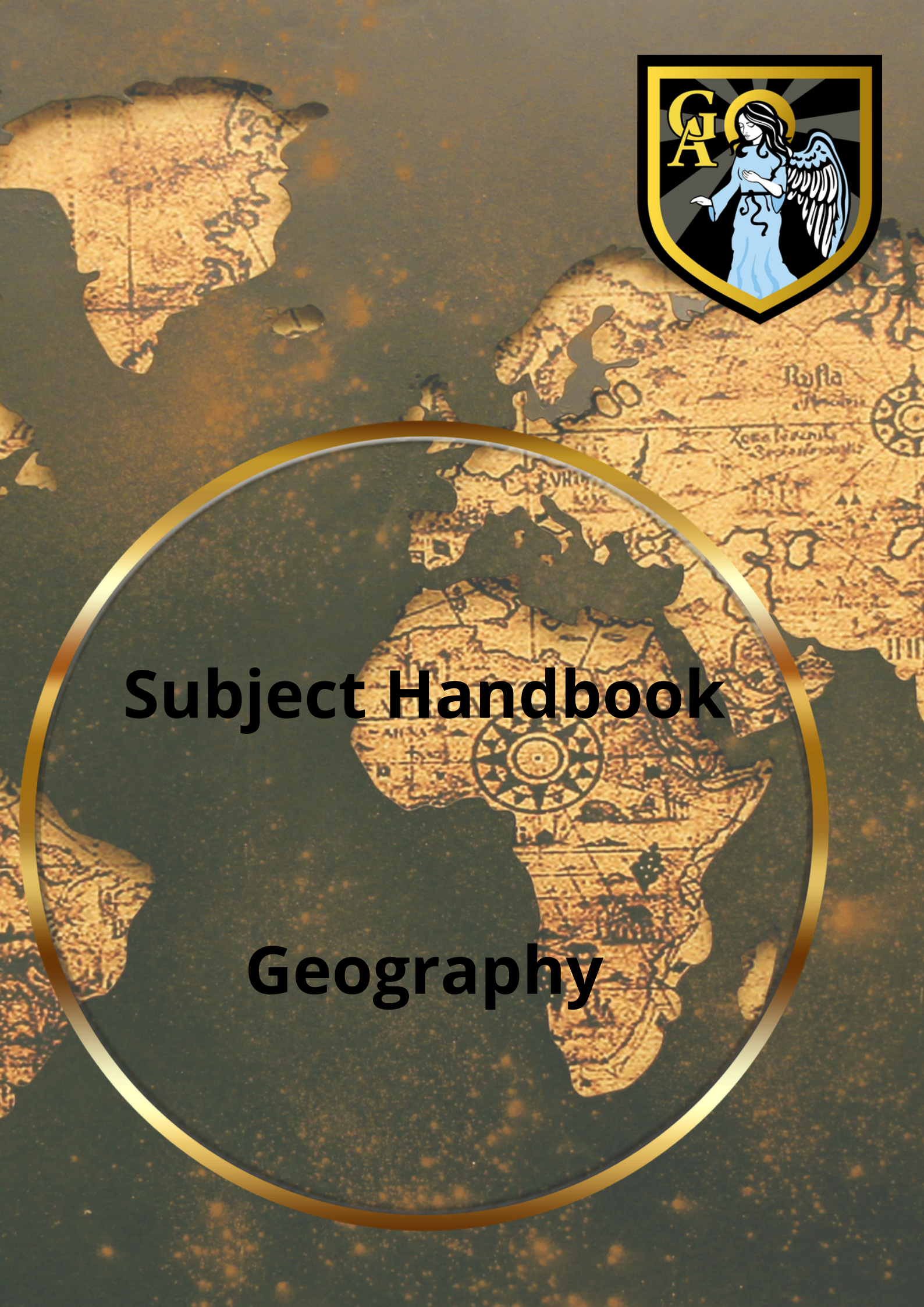
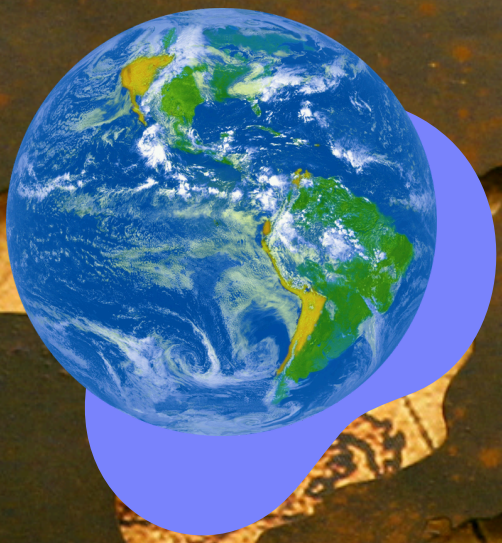


Subject Handbook

Geography



Vision for Geography

Our Geography curriculum is exciting knowledge based curriculum that enables our pupils to be curious about the area, country, city and world they live in. The curriculum is designed to inspire geographical explorers to be fascinated in the world and use their knowledge and skills to play a role in shaping its future.





Our Geography Curriculum

Our curriculum is knowledge rich and has been developed using the curriculum map from Primary Knowledge Curriculum combined with subject leader expertise to create the Guardian Angels curriculum; ensuring the best possible curriculum to meet the needs of all of our pupils. This means the knowledge children will gain has been carefully specified, ordered coherently and builds over time. As children work through our geography curriculum they will know more, understand more and remember more about the world around them. A good geographical understanding relies on firm foundations of knowledge and skills. The skills our curriculum develops, like the knowledge, are specified, ordered coherently and progress over time. This curriculum structure helps pupils to deepen their understanding of physical and human geographical processes, fostering curiosity and fascination for the world we live in.

Our Geography Curriculum Will Enable Pupils to:

- Develop the ability to make sense of information
- Observe and interpret the environment
- Develop and secure Map reading
- Understand and interpret secondary data
  Communicate findings in drawings, charts and diagrams
- Develop an awareness and understanding of distant places and environments
- Build a framework of place knowledge
- Investigate major rivers, mountains and cities
- Develop an appreciation of other peoples and cultures
- Recognise the need for a just and equitable society
- Develop an understanding of spatial relationships at a range of scales
- Undertake fieldwork, enquiries and active exploration of the locality
- Explore landscapes, settlements and human activity
- Become a global citizen with multicultural understanding

Intent

Geography at Guardian Angels school aims to inspire a life -long curiosity and fascination about the world and those who live in it. Teaching through our knowledge rich curriculum equips pupils with knowledge about diverse places, people, resources and natural and human environments, with an emphasis on children understanding how the world is connected and that they are part of a society. Together with a deep understanding of the Earth's key physical and human processes, pupils should develop their understanding of where they live and be able to compare to other places. We aim to provide an engaging and inclusive Geography curriculum that includes the relevant subject knowledge and key disciplinary concepts set out by the National Curriculum. We aim to develop and nurture our pupils to be young geographers.





Implementation

Geography, as a subject, is taught using the Primary Knowledge Curriculum map and subject leader knowledge to ensure the best possible curriculum to meet the needs of all of our children. This is then enhanced with subject specific and contextual reading materials. Geography is planned as a sequence of lessons that builds upon consistently developing the subject's key concepts building on the acquisition pf knowledge and skills.
Children look at a range of concepts including:

Location and Place Knowledge
Human and Physical Geography
Geographical Skills: Enquiry and Investigation
Geographical Skills: Fieldwork
Geographical Skills: Interpret a Range of Sources of Geographical Information
Geographical Skills: Communicate Geographical Information

An understanding of which places are interdependent and interconnected and how much human and physical environments are interrelated underpin geography teaching, both within and throughout each year group and phase. Fieldwork and other geographical skills and techniques are linked to specific themes within each phase. Through studies of their local area, children gain an extensive base of geographical knowledge and skills and develop a good understanding about current and contemporary issues in society and the environment

Impact

Progress, measured against skills and knowledge, will show children have the opportunity to reach an advanced and deep understanding of geographical concepts.

When geography is taught to high level, children will be ready for the next phase in education and will demonstrate this by eloquently articulating their knowledge and skills as young geographers.

Furthermore, children will have a secure understanding of where they are in the world and how we are all interdependent and interconnected as well as how much human and physical environments are interrelated.



FLASHBACK 4

= DIALOGUE

Children will review learning from previous lessons, days, units and years to consolidate learning and ensure children know more and remember more.

LET'S LEARN

= INTRODUCE RECALL & SCAFFOLDED SUPPORT

Children are taught the key concepts they need to succeed in the lesson. The direct teaching will looking at primary and secondary sources and is designed to impart key vocabulary and knowledge the children need to succeed.

TALK TASK

= COLLABORATIVE CONVERSATION

Kagan strategies will be used at this point to support understanding and mastery.

INDEPENDENT TASK

= RECORD RESPONSES

Children are provided with a variety of independent, paired and group tasks to apply their knowledge and use new vocabulary in context.

PLENARY

= EVALUATE UNDERSTANDING & NEXT STEPS

Children's understanding of the knowledge taught in the lesson is assessed and progress reviewed. Assessment for learning takes place throughout the Art lesson and this is used to adapt future teaching and flash back questions.

Curriculum Overviews

Curriculum overviews are available to inform planning. They identify which unit the object is covered within the curriculum with clearly defined end points.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Spatial Sense		The UK		Seven Continents	
Year 2	Spatial Sense		The British Isles		North Europe	
Year 3	Spatial Sense		Settlements		Rivers	
Year 4	Spatial Sense		UK Geography: London and the South East		Mediterranean Europe	
Year 5	Spatial Sense		Mountains		Local Study	
Year 6	Spatial Sense		British Geographical Issues		South America	

Geography in the Early Years Foundation Stage

EYFS	Development Matters 3&4 Years will learn to:	Development Matters Children in Reception will learn to:	Statutory Framework Early Learning Goals
Maths	Understand position through words alone. For example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'		
standing world	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Begin to understand the need to respect and care for the natural environment and all living things. Use all their senses in hands-on exploration of natural materials.	Draw information from a simple map. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. 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.	People Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. The Natural World Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences
pics	Autumn Who is a good friend? Once upon a time	Spring What happens when we are asleep? Ready, Steady, Grow	Summer Are we there yet? Fun in the sun!

Geography National Curriculum Links

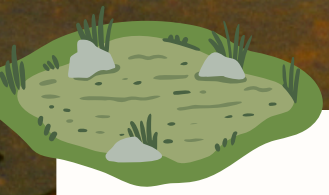
Aims of the National Curriculum Key Stage One Geography	Year One Spatial Sense	 The UK	 The Seven Continents	Year 2 Spatial Sense	 The British Isles	 Northern Europe
Locational Knowledge: Name and Locate the world's seven continents and five oceans			✓			✓
Locational Knowledge: Name, locate and identify characteristics of the four 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		✓	✓		✓	✓
Human and Physical Geography: 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		✓	✓			
Human and Physical Geography: Use basic geographical vocabulary to refer to: • 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		✓	✓			
Geographical Skills and Fieldwork: 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	✓	✓	✓			
Geographical Skills and Fieldwork: 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	✓					
Geographical Skills and Fieldwork: 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.	✓					

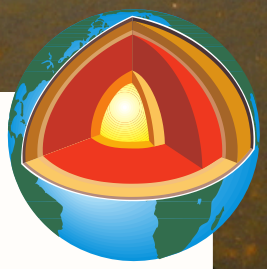
Skills Progression in Geography

Year Group	Locational and Place knowledge	Human and Physical Geography	Geographical Skills: Enquiry and Investigation	Geographical Skills: Fieldwork	Geographical Skills: Interpret a Range of Sources of Geographical Information	Geographical Skills: Communicate Geographical Information
Year 1	• The children can locate places on a map of the local area using locational and directional language. • The children can use aerial photos to identify features of a locality (e.g. look at an aerial map of school). • The child knows and understands what is near and what is far. • The child can understand and read a plan of the classroom. • The child understands a map of the local area. • The child can recall a journey and put landmarks in sequence. • Can identify a range of human environments, such as the local area and surrounding settlements, and describe them and some of the activities that occur there using key vocabulary. • The children can name and locate the world's seven continents and five oceans. • The children can recognise a natural environment and describe it using key vocabulary. • Use world maps, atlases and globes to identify countries, continents and oceans +use simple fieldwork and observational skills. The children can understand that some of these continents have significant hot and/or cold areas.	• The children can describe an aspect of the physical and human geography of a distant place using basic geographical vocabulary. • The children know about the local area and name key landmarks, e.g. the nearest local green space. (E.g. from a vocabulary list of features of the local area, identify which are human or physical. Describe these features.) • The children can learn about the human and physical geography of a small area of a non- European country. • The children begin to know about the local area and name key landmarks, e.g. the nearest local green space. (E.g. from a vocabulary list of features of the local area, identify which are human or physical. Describe these features.)	• Ask and answer basic geographical questions. • Enquire and investigate what is near school and understand locations that are nearest to our locality and further. • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country. • Investigate different types of weather and changes around us.	• The children will use simple fieldwork and observational skills in the school, its grounds and surroundings. • The children can make observations about, and describe, the local area and the nearest local green space. • The children can show awareness of their locality and identify one or two ways it is different and similar to the distant place. (E.g. comparing their locality to far away from their school). • The children identify seasonal and daily weather patterns in the United Kingdom.	• The children can begin to use a world map, atlas or globe to recognise and name some continents and oceans. (looking at the seven continents and 5 oceans) • The children understand that symbols on maps mean something. • The children can draw a simple map. • The children can show awareness that the weather may vary in different parts of the UK and in different parts of the world.	• The children can talk about a natural environment, naming its features using some key vocabulary. • The children can talk about the day-to-day weather and some of the features of the seasons in their locality. • The children can use specific place knowledge to describe the habitat of a significant animal.

Progression

The progression maps carefully maps the development of key ideas within a strand from Y1 to Y6 ensuring that the learning journey is cohesive and that each new element builds on the appropriate conceptual components.





Assessment

Assessment allows teachers to make live judgements about children's learning. Based on comprehensive knowledge and skills framework, teachers assess, monitor, track, and report Geography.

Inclusion

All children access the Geography Curriculum. We teach to the top and scaffold down using resources, adaptations and adult support to ensure all learners make progress.

Within the representation stage there is a systematic approach to the introduction of new content which builds on prior learning and explicit links are made with the content that the children have previously acquired.

The use of practical resources to represent the concept or method is vital within the representation stage to ensure all children have conceptual understanding.

The use of resources also support pupils who are less confident but a reliance on the use of physical resources is to be avoided.



