



GEOGRAPHY



Curriculum Statement

At Drake's and Otterton C of E Primary Schools, we want our children to become resilient, positive, articulate young people who are able to make well informed life choices. We believe that teaching a broad and rich curriculum which has a focus on the Geography taught curriculum, as well as the enrichment opportunities geography offers, will support our children to reach this goal.

Intent

We aim for all children to be fully engaged in their geography lessons; to be challenged by them and to make good progress during them. We want our children to be worldwide citizens and be passionate about our planet and caring for it. We want our children to be fascinated by other cultures and places and develop skills of mutual respect and inclusion. The geography curriculum allows space for children to investigate and problem solve. The children use fieldwork, active discussion and technology to enhance this subject and to encourage them to be Geographers. Our lessons allow the children opportunities to explore, investigate and make mistakes from which they can learn. Their contributions are always valued and celebrated. Our aim is for children to develop 'a suitcase' of skills and vocabulary, which they can apply in other situations. Our focus on QFT (Quality First Teaching) ensures that we have high expectations and that all children (including SEND, PP and the lowest 20%) are supported, when appropriate, to access our full and rich curriculum.

In line with the 2013 National Curriculum: Geography Programme of Study, we promote a curiosity and fascination about the world and its people that will continue to develop throughout their lives.

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to: 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, aerial photographs and Geographical Information Systems (GIS)

- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

At Drake's and Otterton C of E Primary Schools we encourage children to respect and care for their environment to sustain its future. Both schools run an Eco Club and have taken part in Climate Change Events.

Implementation

We incorporate Geography into our topic themed learning, therefore children are immersed into the subject using a variety of practical and cross-curricular learning opportunities. Aspects of Geography are implemented and developed through a spiral curriculum, where children revisit and expand their skills of collecting, analysing and interpreting data to communicate their findings and understanding of their environment. Our Progression of Skills documents supports teachers to ensure that skills are taught in a subsequent order. We use our local areas (we are close to Woodbury Common, the river Otter and the coast) to enhance our Geography curriculum through outdoor fieldwork.

As set out by the National Curriculum, we encourage children to develop the following knowledge, skills and understanding:

Key Stage 1 - 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.

Locational Knowledge

- 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

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
- 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

- 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
- 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.

Key Stage 2:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include 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.

Locational Knowledge

- 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)

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 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 geographical skills and fieldwork
- use maps, atlases, globes and digital/computer 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.

Impact

As children progress through school they develop a deep knowledge, understanding and appreciation for their local area and its place within the wider geographical context. Children expand their understanding of the interaction between physical and human processes and how this affects landscapes and environments.

We ensure that geography is included across each year group within every topic of learning, with a level of progression (illustrated in the Progression of Skills documents) that supports and challenges our children so that they develop lively, creative, enquiring minds. We aim to provide our children with the skills and knowledge that will prepare them for successful, healthy lives in the ever-changing world that we live in.

Geography is also celebrated through our Climate Change Days, our 'Just One Tree' non-uniform day and our regular use of Forest School and outdoor learning.

The Curriculum Leader for Geography is: Mrs Lucy Alcock

Geography in the Early Years:

In the EYFS Geography is encompassed by 'Understanding of the World' and incorporates children's understanding of 'People and Communities' and 'Understanding the World' whilst skills and curiosity in 'Technology' also benefit children's research and enquiry for geography.

From an early age, the children at Drake's and Otterton C of E Primary Schools learn of different cultures, beliefs and routines. Children explore what makes them unique as an individual as well as discussing similarities and differences of their homes and families and their environments. Utilising our indoor and outdoor environments children are encouraged to explore the different features of their natural world and investigate how things change throughout time as well as enquiring what homes natural objects can provide. We promote methods of caring for the wider world beginning with recycling, whilst also modelling respect for living things and encouraging children to think about how we can make the environment safe and pleasant for all living things.