

Geography rationale:

Our geography curriculum aims to interest and engage all of our pupils, in learning about the world we live in. We hope to inspire, enthuse and excite our children, so they wonder about where we live and our place in the world. Our children will think like geographers, through enquiry and exploration.

We aspire for our children to be able to visualise the wider world around them, reflect upon the impact our lifestyle has on our planet and issues that may affect our future. Our pupils will connect with the world if they have a deeper knowledge and understanding of a given country, its culture, beliefs and identity.

Our children must be aware that this is our world to enjoy, explore and maintain. Enriching resources underpin every geography lesson, in order for all pupils to engage with a location, culture and environment. We aim to create a stimulating environment for pupils to want to ask questions about the world and encourage them to actively research and learn more. Teaching and learning of Geography is carefully sequenced, planned and delivered through thoughtful practice to expand children's fluency before developing mastery understanding. Geography vocabulary is prominent, relevant and consistently revised within the pupils working memory. Key vocabulary is displayed and referred to continuously and used cross curricular, where appropriate. Teachers have access to the National college for continuous geography CPD. We also would like to obtain a subscription for the Geography Association, from September 2021. Teachers can use these resources to support and enhance their teaching and learning within the classroom.



Geography is celebrated and actively promoted in our school. We hope it provides our pupils with a sense of worth as well as a sense of place. We should be proud of where we come from and feel safe and comfortable to share our home and culture with others.

The teaching of geography must be practical, where possible, and outside fieldwork is an essential part of pupil learning and retaining knowledge. We aim to provide enriching school trips, in order for our pupils to see physical and human geographical features of the land. Geography provides extensive opportunities for learning in the environment as well as from it, about it and for it.



Geography stimulates a sense of wonder about the world. As geographers, pupils have the opportunity to build on and expand their personal experiences of natural and cultural environment, explore the ways in which features are arranged on the earth's surfaces and look at the processes that shape our world. Pupils also progress by undertaking fieldwork investigations in different locations outside the classroom, develop an awareness of the

connections between people and places and participate in informed responsible action in relation to geographic issues that affect them.

Geography links and connects to all areas of the curriculum.

Geography's fundamental role lies in helping children to understand the world, its environments and places near and far, and the processes that create and affect them. Geography is a subject that contextualises and extends the possibilities for developing and applying language and mathematics, and enriches understanding of, and in, subjects from science and history to art and design.

Our children are the future. We aim and hope our teaching of geography will inspire our pupils to travel, explore and nurture our incredible world. We want the children to be interested and aware of the impact they are making on the world and future generations to come.



Subject content

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.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans and 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

Geography – key stages 1 and 2

- 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.

Pupils should be taught to:

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

Geography – key stages 1 and 2

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.