Geography Curriculum Statement

At Moorsway Federation we are conscientious citizens, global explorers and eco warriors. Our Geography curriculum helps pupils to make sense of the world around them by making links between the past, present and future. Geography is rooted in developing pupils' investigation and problem-solving skills and promotes a wide spiritual, moral, social and cultural understanding. Through engaging discussion children are equipped with the knowledge, understanding and skills to overcome challenges. By using our inclusive indoor and outdoor learning environments to impart geographical knowledge and skills, we teach children to be independent learners who are resilient, mindful and have a growth mindset and flourish in their learning.

Intent

Our intent is to develop children's knowledge and understanding of different people, places and environments around the world, as well as progressing their geographical skills. Children gain an appreciation of various countries and cultures inspiring them to think critically about their own values, rights and place in the world. Geography promotes a curiosity about the physical world enabling them to recognise the importance of sustainable and eco-friendly development for future generations.

In line with the 2014 National Curriculum Geography Programme of Study, we encourage curiosity and enthusiasm to explore the world around them 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 Moorsway Federation we create eco-conscious children who respect the environment and want to sustain its future. We are committed to creating an inclusive learning environment that facilitates discussion and reflection on different cultures around the world.

Implementation

At Moorsway Federation our Geography learning is linked to other curriculum subjects via a chosen termly topic to enable a wider and deeply embedded understanding of the chosen topic. Through our two year rolling programmes, children revisit and expand their geographical knowledge and skills of collecting, analysing and interpreting data to communicate their findings and understanding.

As well as its topic elements, the independent geographical aspects shine through in lessons. Geography relating to our local school areas are explored in depth through revisiting skills previously acquired. Within our local area we provide opportunities to explore diverse environments, including forest school. We encourage use of technology and professionals to explore environments that are different from our own.

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.

Pupils should be taught to:

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 Geography – key stages 1 and 2 3
- 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

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 our children progress through the Moorsway Federation they develop their knowledge, understanding and appreciation for their local area and its place within the wider geography of the world. Children will deepen their understanding of the connections between human and physical geography and its impacts on environments and landscapes. Through visits and links with the wider community, children develop their geographical, spiritual, moral, social and cultural understanding. Ensuring that children are prepared for the next steps in their education.

Geography in EYFS

The EYFS framework for Geography comprises an ‘understanding of the world’ and includes young children’s understanding of ‘People and Communities’ and

‘Understanding the World’. Children’s skills and curiosity in ‘Technology’ is also beneficial to their geographical enquiry and research.

Upon joining the Moorsway Federation, children learn about a range of cultures and beliefs. They are given the opportunity to explore who they are as an individual and how they share similarities and differences with their homes, families and environments. Our learning environments include images, stories and objects from different places. Through play and structured lessons they have the opportunity to explore and engage with different ways of living.

By using a balance of our indoor and outdoor learning environments children are encouraged to explore the places around them, including nature. Being close to these environments allows children to see how these places change over time. With our ecological ethos, we promote a consideration of our own impact on the world around us through aspects such as recycling and respect for natural habitats.