

Curriculum Intent: Geography

At Falconhurst School, Geography is a starting point for some of our pathways so that children can develop the natural curiosities they have about the world around them. Our aim is to provide pupils with a wealth of opportunities to develop key skills including field work and explore and investigate places and patterns so they can gain knowledge which will help them understand and appreciate the diversity of people, places and environments on planet Earth. We also want our children to understand the physical and human processes on our planet. Our teaching follows a milestone approach, which gives children the opportunity to make links to their learning and deepen their understanding so they can express well-balanced opinions, rooted in very good knowledge and understanding.

Characteristics of a Geographer

- A real sense of curiosity to find out about the world and the people who live there.
- A rich knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- A confident grasp of geographical vocabulary which is utilised to communicate effectively.
- The ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- The ability to express well-balanced opinions about current and contemporary issues in society and the environment.

Implementation:

Geography is taught at different points in the year as part of some of our pathways. Learning is split into milestones.

All the milestones focus on

- Investigating places – location, physical features, human features
- Investigating patterns – physical processes, human processes, diversity
- Communicating geographically – vocabulary, techniques

In Year 1, Year 3 and Year 5 children are introduced to a geography topic where they learn key concepts and develop a foundation of knowledge. They return to this topic the following year to explore it in greater depth enabling them to make connections to existing knowledge and form a deeper level of understanding.

Each milestone is mapped out below.

Milestone 1 – Year 1 and Year 2

Milestone 1

Investigate places

- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
- Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.
- Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.
- Use aerial images and plan perspectives to recognise landmarks and basic physical features.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Name and locate the world's continents and oceans.

Investigate patterns

- 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.
- 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.
- Identify land use around the school.

Communicate geographically

- Use basic geographical vocabulary to refer to:
 - key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.
 - key human features, including: city, town, village, factory, farm, house, office and shop.
- Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.
- Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

Milestone 2 Year 3 and Year 4

Milestone 2

Investigate places

- Ask and answer geographical questions about the physical and human characteristics of a location.
- Explain own views about locations, giving reasons.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
- Use a range of resources to identify the key physical and human features of a location.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- Name and locate the countries of Europe and identify their main physical and human characteristics.

Investigate patterns

- Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.
- Describe geographical similarities and differences between countries.
- Describe how the locality of the school has changed over time.

Communicate geographically

- Describe key aspects of:
 - physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.
 - human geography, including: settlements and land use.
- Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

Milestone 3 Year 5 and Year 6

Milestone 3

Investigate places

- Collect and analyse statistics and other information in order to draw clear conclusions about locations.
- Identify and describe how the physical features affect the human activity within a location.
- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
- Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.
- Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London's Tube map).
- Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- Name and locate the countries of North and South America and identify their main physical and human characteristics.

Investigate patterns

- Identify and describe the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
- Understand some of the reasons for geographical similarities and differences between countries.
- Describe how locations around the world are changing and explain some of the reasons for change.
- Describe geographical diversity across the world.
- Describe how countries and geographical regions are interconnected and interdependent.

Communicate geographically

- 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: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.
- Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.
- Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

Aspirations for the Future

Possibilities is one of our school's key drivers, therefore during our geography lessons pupils develop an understanding of how subjects and specific skills are linked to future jobs.

Here are some of the jobs you could aspire to do in the future as a Geographer:

- Marine Biologist
- Sustainability Manager
- Forester
- Farmer

Impact

Assessment

Both teachers and pupils are involved in assessment of learning. At the start of the topic teachers will ascertain children's prior knowledge through the use of quizzes and mind maps. During the course of a lesson, learning is continuously checked via questioning and discussions with pupils. When the end of a unit is reached, children are given POP (proof of progress) tasks where they can demonstrate the level of understanding they have reached.

Pupil Voice

"We've been learning about arctic, animals that live there and what I need to wear" Year 1

"We've been looking at map and finding some deserts" Year 2

"If we go to the rainforest, we know what it would be like now" Year 3

Snapshot

Here is what a mind map and quiz assessing learning so far looks like at our school.

Tuesday 25 February 2020
Oceans and Seas

What have you learnt so far?

the oceans cover 70% of the earth
there are 2 seas
the barrier ice can live for an extremely long time
if the barrier ice is extremely long
there are 4 layers of the sea

Oceans and Seas

The Layers of the Ocean

Questions

How much of the Earth do oceans cover? Tick one.

one third
 two thirds
 half

Number these ocean layers in order of how deep they are. The first one has been done for you.

4 The Twilight Zone
1 The Sunlight Zone
3 The Midnight Zone
2 The Abyss

Draw lines to match the sentences to the ocean layers they describe.

Only a few animals can live here.	The Sunlight Zone ✓
Humans can swim here.	The Trench ✓
This layer is also called the ocean floor.	The Abyss ✓