

Geography at Falconhurst School



Intent for our Geographers

At Falconhurst, Geography is a starting point for some of our learning pathways so that children can develop the natural curiosities they have about the world around them. Our intentions and 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.

Characteristics of a Geographer

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| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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. |
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Implementation of Geography

Our pupils are expected to organise their knowledge, skills and understanding around the following learning hooks (key concepts).

1. Investigating Places (Location, Physical Features, Human Features)
2. Investigating Patterns (Physical Processes, Human Processes, Diversity)
3. Communicating Geographically (Vocabulary and Techniques)

These key concepts (learning hooks for children), underpin the learning in each milestone. This enables pupils to reinforce and build upon prior learning, make connections to new learning and develop subject specific language.

The vertical accumulation of knowledge and skills typically expected from Years 1 to 6 is mapped below

Essential National Curriculum Opportunities Key Stage 1	Essential National Curriculum Opportunities Key Stage 2
<p>Investigate the world's continents and oceans</p> <p>Investigate the countries and capitals of the United Kingdom</p> <p>Compare and contrast a small area of the United Kingdom with that of a non-European country</p> <p>Explore weather and climate in the United Kingdom and around the world</p> <p>Use basic geographical vocabulary to refer to and describe key physical and human features of locations</p> <p>Use world maps, atlases and globes</p> <p>Use simple compass directions</p> <p>Use aerial photographs</p> <p>Use fieldwork and observational skills</p>	<p>Locate the world's countries, with a focus on Europe, North and South America and countries of particular interest to pupils.</p> <p>Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.</p> <p>Locate the geographic zones of the world.</p> <p>Understand the significance of the geographic zones of the world.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region or area in the United Kingdom, a European country and within North or South America.</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • 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. <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.</p> <p>Use a wide range of geographical sources in order to investigate places and patterns.</p> <p>Use fieldwork to observe, measure 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.</p>

Essential Learning Objectives	Milestone 1 End of Year 2	Milestone 2 End of Year 4	Milestone 3 End of Year 6
To Investigate Places	<p>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?)</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied</p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name and locate the world's continents and oceans</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Explain own views about locations, giving reasons.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>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.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>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.</p> <p>Name and locate the countries of Europe and identify their main physical and human characteristics.</p>	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>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).</p> <p>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area.</p> <p>Record the results in a range of ways.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>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.</p> <p>Name and locate the countries of North and South America and identify their main physical and human characteristics.</p>
To Investigate Patterns	<p>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</p> <p>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</p> <p>Identify land use around the school</p>	<p>Describe geographical similarities and differences between countries.</p> <p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones.</p> <p>Describe some of the characteristics of these geographical areas.</p> <p>Describe how the locality of the school has changed over time.</p>	<p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Describe geographical diversity across the world</p> <p>Describe how countries and geographical regions are interconnected and interdependent</p> <p>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).</p> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p>
To Communicate Geographically	<p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office and shop</p> <p>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</p> <p>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1)</p>	<p>Describe key aspects of:</p> <p>physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>human geography, including: settlements and land use.</p> <p>Use the eight points of a compass to communicate knowledge of the United Kingdom and the wider world.</p> <p>Use four-figure grid references, symbols and keys (read and draw own) to communicate knowledge of the United Kingdom and the wider world.</p>	<p>Describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p> <p>Use the eight points of a compass, to communicate knowledge of the United Kingdom and the world.</p> <p>Use four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land)</p>

Evaluating the Impact of our Geography curriculum on pupils' outcomes

Through the explicit teaching of the Geography curriculum, both the teachers and pupils assess their learning continuously throughout the lesson and over time from their initial knowledge harvesting to the recording of new learning in Pathway books and recalled knowledge in quizzes and POP (Proof of progress) tasks.

Talking with children throughout the year, helps us to understand their progress whilst sharing opportunities and ambitious aspirations with them. Some examples of careers which they could aspire to as a Geographer are Marine Biologist, Sustainability Manager, Forester, Farmer...

"We've been learning about the artic, animals that live there and what I need to wear." (Year 1)

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

"We've been looking at maps and finding some deserts" (Year 2)