



CARE-LEARN-THRIVE

Geography

at

Winscombe Primary School

At Winscombe Primary School, a high-quality geography education inspires children to develop curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching equips them with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As they progress, our children's growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

What Geography looks like at Winscombe





How we teach Geography

The Geography curriculum at Winscombe Primary School enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops and understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives. We aim to promote the children's interest and

understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As a result, when teaching Geography we are helping to develop and equip the children with the skills to think and act like geographers, by supporting them to:

- ✓ gain knowledge and understanding of places in the world.
- ✓ learn geographic skills including how to use, draw and interpret maps.
- ✓ know and understand environmental problems and world events at a local, regional and global level.
- ✓ encourage an appreciation of what 'global citizenship' means.
- ✓ develop a variety of other skills including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.
- ✓ acquire skills in carrying out observations and in collecting, organising, recording and retrieving information as part of an enquiry.
- ✓ use a variety of sources to find information and to communicate their findings in various ways.

In our planning, we provide three layers of plans: Long Term, Medium Term and Short Term. The termly topic, identified in the Long Term plans, shares the main aims and focus for learning in that term. From this start point, medium term plans identify the essential knowledge needed and how children can demonstrate an understanding of this. The class teacher will then generate short term plans that provide additional information on the sequencing of learning required to ensure children are exposed to this process and are able to complete a task to demonstrate their understanding.

Geography in Early Years

In Early Years, the children also undertake a topic approach, tailoring aspects of this to suit the needs of their learners. Under the 'Understanding of the World' ELG, much of the geography content is explored by studying people and their communities and the wider world. This is the beginning of basic geographical enquiry; by being able to observe similarities and differences and comparing their own environment to others.

Geography in Key Stage One

In KS1, we follow the National Curriculum content and deliver this through topic based work.

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 locality.

Our planning uses a mixture of teacher based planning and schemes of work taken from Twinkl and resources from:

<https://www.rgs.org/about/>

https://central.espresso.co.uk/espresso/primary_uk/home/index.html

<https://www.natgeokids.com/uk/teacher-category/geography/>

<https://www.bbc.co.uk/bitesize/subjects/zbkw2hv>

<https://www.3dgeography.co.uk>



Geography in Key Stage Two

In KS2 we follow the national curriculum content and deliver this through topic based work. We ensure that all children are exposed to the content below, with a mix of overview and depth studies. These are the areas of the curriculum studied in Year 3 and 4.

Locational knowledge

- ✓ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North 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) .
- ✓ 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: rivers, mountains, volcanoes and earthquakes, and the water cycle.*

Our planning uses a mixture of teacher based planning and schemes of work taken from Twinkl and resources from:

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<https://www.natgeokids.com/uk/teacher-category/geography/>

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<https://www.3dgeography.co.uk>

How we make Geography exciting and motivating for our children

Geography holds an important place within the curriculum planning and delivery; and we are always looking for new and engaging ways to deliver the subject to our learners. We ensure that the children are able to access high quality educational visits to important geographical sites as well as providing high quality resources and materials. We ensure we use visitors to launch topics, support learning and provide added impact. Access to laptops and iPads ensure geographical research using appropriate websites can take place with ease, as well as ensuring our learners are equipped with the right tools to access future learning methods. Our enquiry based approach also ensures that children are motivated by building self-direction and initiative in the work they undertake.

The curriculum co-ordinator also ensures writing outcomes are linked clearly to the geography topics, ensuring a breadth and depth of high quality responses are able to be created in all subjects. Work is celebrated on the walls, with the head teacher, as well as within weekly celebration assemblies. Importantly, linking to current research, writing and other outcomes are given a purpose, e.g. to persuade or to advertise or to inform peers, which is not only motivating, but essential in engaging our learners more fully.

Another important aspect of our provision, is access to high quality texts that allow our learners to access additional information and engage with topics and themes with greater ease.

How we assess Geography

In Geography, like all other foundation subjects, we choose to make a summative assessment by selecting specific skills or key knowledge areas from the curriculum and completing an identifiable assessment task, which gives us an indicator of how the children are progressing in that subject. These assessment tasks are created around each new topic and by the subject leader, in collaboration with the curriculum leaders. Verbal feedback, marking and effective questioning also allow opportunities to assess understanding and provide more instantaneous feedback to the pupil.



How we help children who find Geography difficult

Children who find Geography difficult are supported in a variety of ways. Pre-topic teaching mats with key vocabulary are created and shared with identified pupils prior to the learning taking place. These not

only contain key vocabulary, but core concepts too. As with all children, first quality teaching from the class teacher is used as an important tool in ensuring the gap in attainment is lessened. As such, all class teachers operate a 'hug closely' group for children who have been identified as requiring additional support in achieving their learning outcomes. More broadly speaking, common practices applied by our classroom teachers and teaching assistant would be:

- Setting common tasks which are open-ended and can have a variety of responses; as well as giving more time to complete tasks.
- Setting tasks of increasing difficulty. Not all children complete all tasks;
- Providing resources of different complexity depending on the ability of the child;
- Using classroom assistants to support children individually or in groups.

At the point where a child is unable to demonstrate progress in this area, a conversation with the SENDCO would take place. Please see the SEND policy and the schools graduated response forms for further information on when a child requires additional support because there is a significant gap in their learning.

How parents and carers can help

A child's life outside of school can have a huge impact on their ability to retain the knowledge they learn in school. As parents and carers, you are in the best position to encourage our children's natural interest in geography. It is to you that they address their first geographical questions, such as: "What's the biggest city in the world?" and "How are rivers made?"

These two questions contain the two main meanings of "geography": it is the interaction between the physical world around us and how it functions and evolves, combined with the human impact upon it and what this looks like.

Practically, some of the best ways to support your child in geography is to work alongside them, show enthusiasm and to explore with them. Be active in their learning. Take time to explore areas of interest. Make use of the resources you have available to you. We are lucky that in our local area we have many significant geographical sites: Cheddar Caves, Cheddar Gorge, The Mendips, The 'Somerset Levels', Cheddar Reservoir and many more. Take time to visit these sites and discuss what it is you see and feel when there. Also, take time to discuss the world around you and how it changes as we travel to different areas.

Other things you can do:

- Share your passion of the world – get out family photos of holidays, explore using GoogleEarth and plan trips out to explore new and exciting parts of the area you live in.
- Read newspapers, magazines, articles and magazines that allow you to make informed judgements of the world.
- Make globes, maps and encyclopaedias available to your child. •
- Participate in your community – by voting and helping make changes in areas that interest you.

How we celebrate Geography

In class, our walls are a celebration of the work undertaken by our learners. On occasion, teachers will also feel certain pieces of work deserve special recognition, with a visit to the Head to celebrate their

work. This is always in recognition of effort and endeavour, alongside the application of the school's learning powers.