

Geography at Packmoor Ormiston Academy will 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 will learn to draw and interpret maps and to develop a variety of other skills through our curriculum work, including those of enquiry, problem-solving, investigating and presenting our work, calling on skills learned in Maths and English and applying them in new ways.

Running through all of our Geography learning at Packmoor Ormiston Academy is the idea that we are motivating and inspiring our children to find out about their world, both physical and human, so that they can take an active part in contributing to and protecting this world as they grow up.

## **Aims**

The aims of geography in our school are to:

- 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

## **Objectives**

### **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 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 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

## **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 in 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

## **Skills**

Through the study of geography, pupils will acquire skills to:

### **Key stage 1**

- 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 its grounds and the key human and physical features of its surrounding environment

### **Key Stage 2**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-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

## **Planning**

Curriculum planning is in 3 phases (long-term, medium-term and short-term). Packmoor Ormiston Academy adopts a thematic approach to teaching and learning and therefore the delivery of geography is linked to a variety of topics throughout the year. This approach enables children to make cross curricular links at every possible opportunity. Teachers in KS1 and KS2 use the Chris Quigley Essentials Milestones to plan and set appropriate geography learning objectives. In the Foundation Stage children follow the Development Statements to develop their Understanding of the World. Foundation Stage planning also adopts the topical and cross curricular links.

### **Equal Opportunities and Inclusion**

All pupils at Packmoor Ormiston Academy share the same statutory entitlements to a broad and balanced curriculum. Geography can be expressed using a range and variety of techniques. Teachers can select those that are appropriate to each child's level of ability to ensure progress.

All children have access to the full range of activities involved in learning geography. Where children participate in activities outside school (e.g. field trips) risk assessments are carried out prior to the trip, to ensure that the activity is safe and appropriate for all pupils.

To ensure that pupils of all abilities make worthwhile progress in geography:

- teachers provide suitable ways for pupils of different abilities to access difficult ideas: for example, for low-attaining pupils by increasing the degree of support through their own advice, by using relevant resources, or by the use of other adults;
- teachers should challenge higher-attaining pupils by expecting them to work with greater independence and by raising expectations about how they might communicate their ideas;
- teachers use a range of teaching styles in each lesson in order to match the range of learning styles represented in a typical class.

### **Special Educational Needs**

It is important to take account of individual differences and ensure that the organisation and pace of lessons allows children with Special Educational Needs to develop a sense of achievement in geography. Activities and tasks should be differentiated to suit the needs of all pupils including those with education, health and care plans. (EHCP)

### **Assessment**

The assessment of pupils' work can provide information for pupils, teachers and parents:

1. to enable pupils to reflect upon and celebrate achievement;
2. to help plan for progression, continuity and to inform planning for future work;
3. to communicate achievement and identify areas for further development to pupils, parents and teachers;
4. to evaluate the effectiveness of teaching and learning.

Assessment will be carried out using children's written work, discussions and observations during practical tasks, 'quick wins' and at the end of a sequence of lessons on a given topic.

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