



Geography at Waverley Primary

At Waverley, our geography curriculum has been carefully designed to inspire a curiosity and fascination about the world we live in. Our curriculum provides knowledge and skills about diverse places, people, resources and the world's physical and human environments/features.

Intent

Early Years

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in Reception and Nursery to develop an 'Understanding of the World; people and communities, the world and technology' through open-ended, child-initiated and teacher-led activities and lessons. This involves creating opportunities to guide the children to develop a further understanding of their physical world, their community, to observe and find out about people, places, technology and the environment in which they live. Teacher-guided sessions allow for further learning where by multiple opportunities to explore, observe and discuss are created. The children's learning and progress is evidenced through their Learning Journey on our 2Simple Programme.

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
- 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.
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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:

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
- 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

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.

Implementation

Geography is taught as a single subject; however, links are made to all areas of the curriculum too. In lessons the children will learn new knowledge and Geographical Skills will be built upon. At Waverley, we place a high value on revisiting key knowledge and key concepts. By revisiting these at the beginning of lessons, we aim to ensure their learning is embedded. Geography at Waverley Primary is taught in blocks throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic to ensure progression is evidenced, throughout each year group and across the whole school.

At Waverley, we support our SEND pupils in this subject by pre-teaching subject specific vocabulary where appropriate and scaffolding learning. We use word banks, visual aids, templates and differentiated activities to ensure all pupils make progress in Geography.

At Waverley, we aim to provide the children with as much practical experiences as we can. Through educational visits the children will have the opportunity to develop fieldwork-related skills and experience physical and human geographical environments.

Impact

Outcomes are recorded in geography books and evidence a broad and balanced geography curriculum which demonstrate the children's key knowledge and skills. Children review their successes in achieving the lesson objectives at the end of every session and are actively encouraged to identify their own target areas for future lessons.

As children progress through the school, they develop a love for geography and a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context, making comparisons and contrasts with varying localities. Each year the children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. The children learn how to draw and interpret maps and use subject-specific vocabulary relating to human and physical geography, with accuracy and confidence. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in different societies, helping to develop a sense of other cultures, and how nations rely on each other.

Role of the Subject Leader

The subject leader's responsibilities are:

- To ensure quality first teaching of the subject
- to ensure a full range of relevant and effective resources are available to enhance and support learning
- to model the teaching standards and expectations of geography
- to ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study
- to monitor books, speak with children alongside their books and ensure that key knowledge is evidenced in outcomes and to ensure knowledge is embedded
- to ensure that the geography curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment
- to review and amend current systems to ensure high standards are maintained across the subject
- discussing whole-school progress and attainment as well as Curriculum updates and policy changes with the Head teacher.