

Geography Vision Statement

1. Subject: Geography
2. Subject Leader: Mrs Maloney
3. Link Governor: Christine Westmore
4. Why is geography important?

Our aim at St Helens is to provide a high-quality geography education that should inspire in pupils a curiosity and fascination about the world and its people. Our vision is that geography teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with an understanding of the Earth's key physical and human processes.

Thinking geographically offers a uniquely powerful way of seeing the world and makes connections between scales, from the local to the global. We need facts in order to think, but we also need concepts to enable us to group bits of information, or facts, together. The three main organising concepts of geography are frequently said to be place, space and environment. They are the key ideas involved in framing the unique contribution of geography as a subject discipline and can be applied across the subject to identify a question, guide an investigation, organise information, suggest an explanation or assist decision-making.
(Geography.org.uk)

5. How do we teach geography at St Helens Primary School?

Geography is given integrity and taught systematically through key stage 1 & 2.

The National Curriculum aims are reflected in the curriculum planning.

A long term plan identifies which elements of the programmes of study are taught. This is supported by subject specific knowledge and vocabulary, all of which become increasingly challenging as pupils progress through the school (mapped out on the progression grids).

6. Key concepts and skills - how are we going to get there?

CONCEPTS Children and young people will have a knowledge and understanding of:

'**Space**' - the location of points, features or regions in absolute and /or relative terms and the relationships, flows and patterns that connect and / or define them.

'**Place**' - a construct that is defined in terms of what it is like, what happens there and how and why it is changing.

'**Scale**' - the 'zoom lens' that enables us to view places from global to local levels.

SKILLS Children and young people will be able to:

- Effectively communicate geographically using maps and digital technologies.
- Utilise opportunities outside the classroom including home learning to enrich experience

- Learn without limits, making cross-curricular links to secure application and mastery.

Therefore geography in the curriculum at St Helens Primary School will :

- stimulate an interest in and a sense of wonder about places. It will help children and young people make sense of a complex and dynamically changing world. It will build on pupils' own experiences to investigate places at all scales, from the personal to the global.

7. What then is our intent and ambition for all pupils taught geography at St Helens Primary School?

A knowledge of geography should enable children:

- Wherever they live, children can value and use their local area in a large number of ways and develop complex but real relationships with their local environments.
- Children can learn geography through their eyes using a variety of resources for them to interpret, understand and question.
- The school and its grounds are a key resource in primary geography and should be used frequently.
- Children of all ages are capable of different types of thinking in geography - it is our aim that all pupils recognise, compare, describe, explain and evaluate.

8. The national curriculum and geography

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places including their defining
- physical and human characteristics and how these provide a 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 features are interdependent and how they bring about spatial variation and change over time.

- also aims to ensure that pupils are competent in the geographical skills needed to:

a) collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

b) interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

c) communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

9. Subject Content

In 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:

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
- Geography - 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

Subject Content In 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

- describe and understand key aspects of: 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.

10. Early Years Foundation Stage

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The area most relevant to Geography in EYFS is Understanding the World; within this subject area these are the most appropriate geographically themed outcomes expected for children in EYFS.

To comment and ask questions about aspects of their familiar world, such as the place where they live.

To show care and concern for living things and the environment.

To look closely at similarities, differences, patterns and change.

To talk about the features of their own immediate environment and how environments might vary from one another.

11. Links with other subjects

English

There are many opportunities across all year groups for children to further develop their English skills through their geographical learning. Speaking and listening is an integral part of the way that geography is taught at St Helens and children are encouraged to ask and answer questions and discuss observations made of their environment and the wider world. Writing opportunities are planned to enable children to apply their skills for a range of purposes. For example:

Writing non chronological reports about the topic/area studied, writing explanations of phenomena observed, recording findings using geographical vocabulary with accuracy, designing fact files for places.

Mathematics

Maths naturally has clear links to geographical understanding , and through their learning, children are using and applying mathematical knowledge in examples such as:

Creating tally charts to collect data, presenting data through block graphs and bar charts, interpreting weather graphs; population graphs; temperatures and rainfall data in contrasting areas of the

world. Using coordinates and moving on to understanding and interpreting 4 and 6 figure map references

Computing

Computing enhances our teaching of geography wherever appropriate in all key stages. The children use computing in a variety of ways especially Google maps. Computing also enables the children to research using secondary sources, word processing, and present information via PowerPoint.

Art /Design and Technology

Learning that interconnects subjects gives greater meaning and significance to enquiries. therefore giving children the opportunity to present their geographical findings using art and design technology is a key skill. These opportunities are often through modelling, map-making and informative display.

History

Geography and History are both enquiry based subjects so therefore have many intrinsic links. For instance a study of the extent and power of the Roman Empire cannot be fully appreciated without the use of a map.

Geography and history should allow children to develop positive attitudes and values of the world they live in. Both subjects encompass common attitudes and values allowing children to think about their rights and responsibilities in their immediate environment and the world, whilst developing an awareness of alternative viewpoints. Through the study of geography and history children develop a respect of different lifestyles and cultures both in the past and at present.

12. British Values

At St Helens Primary School we ensure that the teaching of geography links directly to our British values by giving the children the opportunities to;

Democracy

- Take the views and opinions of others into account · Take turns and instructions from others

The rule of law

- Understand the importance of safety rules when working scientifically
- Know that there are consequences in rules are not followed

Individual liberty

- Make choices when planning an investigation
- Others may have different points of view as to where to start

Tolerance

- Scientific discoveries have come from other cultures
- Religious beliefs often compete with scientific understanding

Mutual respect

- Work as a team
- Discuss findings
- Offer support and advice to others