



## Subject Philosophy: Geography



A high-quality geography education can inspire pupils' curiosity and fascination about the world and its people. It is important to teach Geography **accurately, systematically and methodically**, as this knowledge will remain with them for the rest of their lives. Teaching should equip pupils with good understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

**Our Geography curriculum supports and supplements the delivery of the national curriculum, which consists of the following areas:**

**Locational knowledge:** name and locate continents, countries and oceans, key topographical features (including hills, mountains, coasts and rivers) and understand how some of these aspects have changed over time

**Place knowledge:** understand geographical similarities and differences

**Human and physical geography:** describe and understand **physical geography** (climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle) and **human geography** (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, compasses, 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

**We intend our Geography curriculum to develop each child by encouraging the attitudes for learning that are displayed through:**

- **Resilience and resourcefulness** in learning, where all children are confident to make mistakes and try new approaches.
- **Active contribution** in lessons, by posing questions, evaluating their findings and sharing resources, ideas and thoughts.
- **Respect and consideration** towards others and the learning environment.
- **Working happily and productively** on their own or with wider group of pupils.

**We intend to teach Geography with passion and strong subject knowledge to:**

- **Inspire** about the natural world and instil curiosity.
- **Build up** a body of key knowledge and concepts for all children.
- **Understand** how Geography can be used to explain how the environment is (natural and after human intervention)



## Subject Philosophy: Geography

- **Encourage** children to investigate and initiate their own learning research (projects)
- **Create** investigative activities for children of all abilities.
- **Make** careful observations and take accurate measurements using standard units (using a range of equipment)
- **Gather, record, classify** and **present** data in a variety of ways to help in answering geographical questions about people places and environments.

**Ensure that children will learn about:**

### Key Stage 1

<b>Subjects</b>	<b>Year 1/2</b>
<b>Location Knowledge</b>	Where in the world? - Continents, Oceans, UK
<b>Place knowledge</b>	Contrasting UK location Contrasting world location
<b>Human and Physical geography</b>	Seasonal / weather patterns* Hot & cold areas of the world – link to science habitats Longitude – equator north and south poles Place knowledge key features – beach, cliff, coast forest, city town, village factory etc
<b>Geographical skills and fieldwork</b>	Reading maps, globes, atlases. books Use of research



## Subject Philosophy: Geography



### Key Stage 2

<b>Subjects</b>	<b>Year 3/4</b>	<b>Year 5/6</b>
<b>Location Knowledge</b>	Countries Around the world in 80 days	Location, location – tropics – link earth and space
<b>Place knowledge</b>	UK Eastern Europe	UK World – Caribbean & Rainforest
<b>Human and Physical geography</b>	Rivers – Thames Water cycle	What lies beneath – volcanoes and earthquakes' plates Settlement
<b>Geographical skills and fieldwork</b>	Orienteering	Orienteering Ordnance survey skills

### Planning

- moving outwards from the familiar to the less familiar
- acquiring greater fluency with 'world knowledge'
- working with increasingly complex and/or abstract ideas and generalisations
- using data that becomes more multivariate
- investigating people-environment relations
- applying geographical thinking to new contexts and situations
- becoming more precise (in language, ideas, skills), and making distinctions
- becoming more comfortable with 'grey areas' where answers are not so clear cut
- connecting information and ideas, and building (not just receiving) new knowledge
- drawing on increasing breadth of content and contexts
- understanding the importance of perspective, recognising a range of values and views.

### Assessment of Geography

### Assessment and expectation



## Subject Philosophy: Geography



***We are committed to the belief that the nature of open-ended tasks allows pupils to be driven by their own curiosity, deepens their understanding and enables all children to fulfil their potential leading to greater performance.***

At Essendine, our expectation is that all pupils will at least meet age related expectations as prescribed in the new national curriculum September 2014, but will be challenged to achieve greater than this. Where pupils are falling behind, work will be undertaken to close the gap including differentiation in planning, use of key/target questioning, small group work and teacher intervention. These strategies encourage all pupils to have access to Geography, learning, gain in confidence and sharing ideas with each other.

**A range of assessment evidence will be collected to support teacher's judgement and will include:**

- Photographs
- Projects ( models and posters)
- Records
- Journals / Floor books
- Work scrutiny
- Ongoing assessment tasks
- Pupils' discussion and consultation

### **Monitoring**

The Phase leader will liaise with the subject leader to ensure monitoring is being undertaken and recorded.

### **The Subject leader will:**

- Monitor books, provide feedback and support
- Provide training sessions to ensure subject knowledge is accurate,
- Attend CPD courses
- Monitor the budget and order resources where required.
- Governors will liaise with the Subject Leader to support improvement planning processes and be aware of standards.

### **Parents**

Essendine positively promotes and encourages parents to support the work of the school in developing a love of Geography. This can be done by inviting parents into Geography workshops, reading historical texts to children and taking children to museums. An outline of the history to be studied in a term is also detailed in the Parent's Information meeting.