

**Goostrey Community Primary School**

**Geography**

1 Introduction

Geography should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Children should acquire 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. Children should gain a deeper understanding of the interaction between physical and human processes and of the formation and use of landscapes and environments as they progress through the school. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales and shaped, interconnected and change over time.

Early Years Foundation Stage and Key Stage 1

Aims

Pupils will develop their knowledge about the world, the UK and our locality. They will understand basic geographical vocabulary related to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils will be taught through:

* Locational knowledge
* Place knowledge
* Human and physical geography
* Geographical skills and fieldwork

Key Stage 2

Aims

Pupils will extend their knowledge and understanding beyond our local area to include the UK and Europe, North and South America. This will include the location and characteristics of the world’s most significant human and physical features. They will develop their use of geographical knowledge, understanding and skills to enhance their locational knowledge.

Pupils will be taught through:

* Locational knowledge
* Place knowledge
* Human and physical knowledge
* Geographical skills and fieldwork

Guidelines for teaching Geography

The National Curriculum (2014) is used as a basis for curriculum planning, together with the Chris Quigley Essentials document. EYFS will continue to teach from their EYFS curriculum. Long term overviews for each year group show what is to be covered in Geography during the year. Medium term plans give more detail for each term. Chris Quigley milestones for each age range will be referred to in order to ensure curriculum coverage throughout the school. Geography will be taught in a cross curricular way wherever possible.

In addition

* Links with our twin school in South Africa give an additional source of resources and experiences to enrich geographical study.
* The school has the Eco School Green Flag award.
* The value of Educational visits and fieldwork to assist in the study of geographical themes is highlighted elsewhere in this document and recognised and endorsed for Geography.

**When monitoring my subject I expect to see:**

* Geography and History topics that are outlined in the yearly overviews for each class are being taught.
* Knowledge organisers in children’s books before the topic is taught and on display for reference to during lessons. After each topic is taught a ‘Top 10 amazing facts we have learnt’ fact sheet is to be compiled using children’s learning and is to be displayed somewhere in the classroom, this will be referred to throughout the year to ensure learning is reinforced and remembered.
* A topic overview planning sheets including Intent, Implementation and Impact to give a sequential overview of the learning objectives, how it will be taught and key vocabulary.
* Children’s books show evidence of the subject material being taught. All work is labelled, dated and marked according to the school’s marking policy.
* Geography: All classes display a map of the UK, and the World (at a height that children can reasonably use and in varying degrees of complexity). A globe is available for browsing in each class.
* History: All Junior classes display a timeline showing major historical time periods.
* At some time in the year classroom displays show some aspect of learning in Geography and History, with relevant books, atlases etc available for research.
* Evidence that fieldwork has taken place, such as photographs and maps.
* Evidence that the children’s attention is being brought frequently and regularly to local and world matters on the news, such as earthquakes or floods, in order to make the subjects relevant and vibrant. (In the news diary?)
* Every child knows the name of our twin school in South Africa and Juniors (and most Infants) to be able to locate SA on a world map.