



Geography

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Department
for Education



Hello and welcome to our next curriculum newsletter, this time with a focus on Geography. Here you will find out some important information to help you keep up to date with all things related to Geography within school.

Thank you for taking the time to read it and if you have any questions feel free to get in touch. Miss Hall

National Curriculum aims:

- Children will 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.

EYFS and Key Stage 1

Nursery begin their year by focusing on developing their understanding of the world around them through the study of their first topic 'Exploring: How and why is the weather changing?' They look at features and details of objects in their environment and surroundings. Moving to Reception the children continue to develop their understanding of the world by a more in-depth study of their environment through the topic 'The Environment: What can we do to look after our local environment?'. They focus and learn how to show care and concern for living things and spaces around them. In Year 1 the children begin to develop their locational knowledge through their topic 'Exploring where we live: How do we find out about our surrounding environment?'. They learn to use compass directions (north, south, east, west) and locational/directional language (near, far, left, right) to describe the location of features and routes on a map. Into their next Geography topic of the year the children also develop an understanding of human and physical Geography through the study of 'Physical features of our country: How and why does our country look different to India?' They learn about identifying seasonal and weather patterns in the areas studied, using vocabulary including; physical features-beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Human features-city, town, village, factory, farm, house, office, port, harbour and shop. This is introduced through the initial stages of developing Geographical skills using maps, atlases, globes and making comparisons of location. Coming to the end of Key Stage 1, the children begin Year 2 by completing an in-depth study of the United Kingdom through their topic 'UK: What is the United Kingdom?'. They learn to name, locate and identify characteristics of the 4 countries and capital cities of the UK including seas. Alongside consolidating their understanding and creating of maps, atlases and globes to identify the UK and its countries, using simple compass directions and locational/directional language. Finally in the Summer term the children look at the world in a wider focus, they do this through their study of the topic 'Continents and Oceans: What does our world look like from different perspectives?'. The children learn to name and locate the world's seven continents and five oceans. This developed knowledge and skills allows the children to successfully move and progress into Key Stage 2 with a basis to their Geography understanding.

Key Stage 2

Progressing through the Geography curriculum by Year 3 the children begin to study in more depth the regions of the UK through their study of the topic 'UK Mapping: What are the key features of the United Kingdom?'. They learn how to name and locate the counties and cities of the UK, regions and characteristics and focus on how some aspects have changed over time. Moving into Year 4, the children begin their year by learning about weather patterns and our natural world through their study of the topic 'Extreme Weather: Why do we have extreme weather in different places at certain times?'. They learn how to describe and understand physical geography- including climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes and the water cycle. Discovering natural disasters around the world and closer to home with local flooding. By Year 5 the developed knowledge and understanding leads the children into the topic 'Fieldwork: How can we use fieldwork to help us understand our surroundings?'. They learn to use the 8 points of a compass, four and 6 figure grid references, symbols and key (Ordnance survey) and use fieldwork to observe, measure and record human and physical features in local area using methods including sketch maps, plans, graphs and digital technologies. By the Spring term the children look to focus on Europe and making comparisons between countries. They do this through their study of the topic 'Europe: What are the similarities and differences between a region of the UK and a region of Finland?' They focus on the human Geography for each chosen country including types of settlement, land use, economic activity, trade links, distribution of natural resources, food, minerals and water. Concluding with comparative focus on the similarities and differences of human and physical Geography of the two countries. Finally to conclude their primary study of Geography, the children begin Year 6 by their final locational study through the topic 'How can we find out about the world's countries and their positioning on a globe?' From this topic they learn to use the terms longitude and latitude and the position and significance of the equator, northern and southern hemispheres, the tropics of Cancer and Capricorn, Arctic and Antarctic circles and they develop an understanding of the Greenwich Meridian and the time zones. With this knowledge, understanding skills to children have a better understanding of the world around them; there place in it and how to be global citizens.

Achievements of 2020-2021

This year has been very un-usual so we'd like to begin by thanking staff and those at home for adapting the topics due to be taught and teaching them in a variety of interactive ways despite fieldtrips being cancelled and home-learning periods, the children have still been able to develop their knowledge and understanding and apply their skills successfully. The work produced has been brilliant and really reflects the progress the children have made. This year we have also introduced an initiative known as 'Living Geography'. This means learning about the world through a geographical lens, not simply learning knowledge but developing enquiry skills, mathematical mapping skills and social understanding. This in turn helps the children to understand their place in the world. We have been fortunate enough to support this new initiative through the purchasing of new resources for the presentation of the yearly topics.



Aims for 2021-2022

Once lockdown restrictions are lifted we will once more be able to take the children on fieldtrips to consolidate their learning in Geography. Next year we aim to lead more enquiry-based studies across the year groups to develop children's investigation skills and their immersion in to their topics.