



Geography at Kirk Smeaton CE Primary School

Reviewed: May 2023

To be reviewed: May 2025

Geography is the study of places and the relationships between people and their environments. Geographers explore both the physical properties of Earth's surface and the human societies spread across it. At Kirk Smeaton CE Primary School, we follow the National Curriculum.

Aims of Geography

- To stimulate all children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- To all foster children's sense of wonder at the beauty of the world around them.
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To help all children to develop an informed concern about the quality of the environment and the future of the world.
- To enhance all children's sense of responsibility for the care of the Earth, its people and animals.
- To develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- To be able to apply map reading skills to globes and atlas maps and identify geographical features.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.

- To enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.

Curriculum

Through geography the children learn a range of skills, concepts, attitudes and methods of working.

Early Years

In reception, Geography is taught as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's understanding of the world. Activities such as finding out about different places and habitats and investigating our locality will be done and the children will be encouraged to talk about places and people by using their senses and experiences of their world.

Key Stage 1

In Key Stage 1, geography will support children to investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

By the end of Key Stage 1, most children will be able to...

- Ask & answer geographical questions
- Identify key features of locations (human & physical)
- Use maps, globes & atlases to identify continents, countries and oceans.
- Compare UK & European countries
- Identify seasonal weather patterns in the UK and other countries
- Identify land use around the school
- Use basic geographical vocabulary when describing human & physical features
- Use compass directions N, S, E, W to communicate routes
- Devise simple maps using grid resources

Key Stage 2

In Key Stage 2, geography is about developing knowledge, skills and understanding relating to people, places and environments at different scales in the United Kingdom and overseas and an appreciation of how places relate to each other and the wider world.

Children will...

- Study places and themes at different scales – from local to national in the United Kingdom and overseas and investigate how people and places are linked and how they relate to the wider world by researching life in an Asian village and world locations of current topical interest.
- Study how and why physical and human features are arranged as they are in a place or environment and how people are influenced by and affect environments issues, rivers and mountains as well as identifying geographical processes involved in world events.
- Focus on geographical questions like 'What is it like?', 'How did it get like this'? And 'How and why is it changing'?
- Develop and use geographical enquiry skills, including fieldwork and IT skill, geographical terms, making and using maps and using photographs.

By the end of Key Stage 2 most children will be able to...

- Explain the physical and human characteristics of places and their similarities and differences.
- Know the locations of key places in the United Kingdom, Europe and the world.
- Explain patterns of physical and human features.
- Recognise how selected physical and human processes cause changes in the character of places and environments.
- Describe how people can affect the environment and explain the different views held by people about environmental change.
- Undertake geographical investigations by asking and responding to questions and using a range of geographical enquiry skill, resources and their own observations.

All children will...

- Develop language skills through talking about their work and presenting their own ideas using sustained and systematic writing of different kinds.
- Use geographical language and draw maps and diagrams to communicate geographical information.
- Read fiction and non-fiction and extract information from sources such as reference books, CD ROMS, e-mails and the internet.
- Work with others, listen to each other's ideas and treat them with respect.
- Have opportunities to consider their own attitudes and values and those of other people.
- Develop respect for evidence and critically evaluate ideas which may or may not fit the evidence available.
- Develop a respect for the environment and be encouraged to evaluate their own and other's effect or impact on it.

Progress in Geography

The school uses a variety of teaching and learning styles in geography lessons. Our principal aim is to develop the children's knowledge, skills and understanding in geography. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We encourage children to handle artefacts and to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, aerial photographs, geographical footage and we enable them to use IT in geography lessons where this serves to enhance their learning. Children take part in roleplay and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem, visiting relevant sites and carrying out fieldwork. We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all

children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Progress in Geography is characterised by

- An increase in breadth of studies ie the gradual extension of content – places, themes and environments to be considered.
- An increasing depth of study ie the gradual development of general ideas and concepts and deeper understanding of increasingly complex and abstract processes, patterns and relationships.
- An increase in the spatial scale of study ie the shift in emphasis from local, smaller scale studies to more distant, regional, national, continental and global scales.
- A continuing development of skills ie the use of specific geographical skills such as map work and more general skills of enquiry matched to children's developing cognitive abilities.
- Increasing opportunities for children to examine social, economic, political and environmental issues ie the chance to develop greater appreciation and understanding of the influence of people's beliefs, attitudes and values on alternative courses of action relating to people, places and environments.

Curriculum Organisation

Class Teachers are responsible for teaching the skills and knowledge set out in the National Curriculum.

Geography is taught through a themed approach and is linked to science, history, art, DT and music.

The ECO Council led by Miss Hallwood encourages pupils to take their environmental responsibilities seriously both in the immediate school environment, the village community and the wider national & international community.

Inclusion/Equality

We believe that a broad and balanced geography education is the entitlement of all children, regardless of ethnic origin, gender, class, aptitude or disability.

Equal Opportunities and Special Needs

Pupils with SEND will be taught through adapted/ scaffolded work and a variety of teaching strategies. Teachers seek advice via the SENCo for children with physical disabilities such as cerebral palsy, when planning field study activities. Children for whom English is a second language are particularly able to contribute and take a leading role in geography lessons where their home country is the focus.

Assessment

Children's progress in geography is teacher assessed.

Resources

Resources in regular use are based in classrooms, including maps, weather station, globes, atlases etc. More specialised geographical equipment such as weather gauges, compasses and occasionally used maps are stored in the upstairs storage room. In recording some aspects of the geography curriculum, the laptops and iPads can be invaluable resources when researching countries or checking maps on Google Earth.

Safety Guidelines

Teachers refer to the School's Health and Safety Policy and the safety procedures recommended in the DfEE 'Health and Safety of Pupils on Educational Visits' guidelines for the field study aspects of this subject.

Time Allocation

The present National Curriculum suggests that this subject should be allocated approximately 1 hour per week in KS1 and KS2 or the equivalent if it is blocked for a number of weeks however, geography is woven into our theme approach.