



## Why Geography?



Connected  
Curriculum

### A message from Miss Carey, our Geography lead

Geography is a key element of the connected curriculum due to the tangible and effective connections across subjects. Geography helps us to understand the world, its environments and the processes that create and affect them. Whilst geographical facts are learned children's natural fascination of the world around us is developed through practical approaches that breathe life across a network of subjects within the team. Outdoor learning and our focus on the global dimension and climate change are examples of this and it is great to be part of a team of staff that provide a breadth of study that is enjoyed.

### Design and Do

Children begin to understand the world around them, building their curiosity and wonder in the Early Years. This involves learning through the 'understanding of the world: people, cultures and communities', making links to their own lives and those of people around them. This forms the beginnings of Threshold Concepts that are built upon from basic to advancing to deep. The curriculum equips them with knowledge of places, people, natural and human environments and process. They learn about it's significance to the world around them and the impact of change on the world, including climate change. Connections are made to History in the Autumn Term and to Science and Design Technology in the Spring Term. In the Summer Term, Geography is taught as part of the Climate Change: A Global Dimension Unit alongside Science. Children develop their understanding of the processes that cause and change the human and physical features of the world; geographical enquiry skills.

Links to our community and heritage is also made within the curriculum, celebrating countries of origin, cultures and customs. Geography is carefully mapped and units are taught sequentially building knowledge and skills through a combination of practical tasks and opportunities to apply key concepts and knowledge in different ways. Educational visits play an important part of geography with visits to woodland, the beach and outward bounds activities, utilising our grounds and the local area. Lessons are planned in accordance to long term plans and progression rivers ensuring coverage is taught progressively. Progression of knowledge and skills is mapped across progression rivers for the four geography strands: locations, human geography, physical geography and geographical skills Children develop knowledge and curiosity about the physical and human characteristics of the world, by developing knowledge of diverse places both in Britain and the wider world. Children develop skills in interoperating a range of sources and information including maps, globes, photographs and through a hands on approach. Children are able to reach conclusions and explain their findings as well as giving balanced opinions, rooted in good knowledge; particularly of current issues in society and the environment. As an Eco- School children engage in environmental studies and climate change to a good level. This is evident in pupil discussions, partner talk in lessons and children's work in books and outside the classroom. Each geography lesson starts with a key question and follow a series of layers allowing children to show what they know, learn and do. This includes the development and use of geographical vocabulary. It is our intention that children gain a genuine interest in the subject, knowing the connections it has to understanding the world. This subject feeds our children's curiosity of the world in which we live. Links to History allows children to make connections to the world and people in the past and present and the impact of society on the world now and in the future.

### Difference

As geographers, our children are equipped with 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, fieldwork and map skills. As the children progress through the school, their knowledge about the world will help them to expand their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Children are able to ask questions, draw comparisons, explore and examine both physical and human characteristics. They become environmentally aware, knowing the difference they can make to the world around them. Across lessons children 'can' show what they know against 'I can statements'. These are introduced at the start of a unit, revisited during the unit and used to review what they know and can do at the end. Quizzes are used within this process to support children to recall and remember. Our children demonstrate geographical knowledge and skills at key milestones, for example, in investigating places; at Milestone 1 they can name and locate the world's continents and oceans. By Milestone 2 they are able to name and locate the countries of Europe. At the final milestone they are able to name and locate countries and cities across the world including in North and South America. Children at the end of year six reach a level of understanding for the Threshold Concepts: Investigate places, Investigate patterns, Communicate geographically; in readiness for the year 7 curriculum. Over time, children show that they remember more and remember well with outcomes at the final milestone reflective of advanced and deep knowledge. They are able to make connections and show a secure understanding of the world. They gain skills in fieldwork, map reading and orienteering through practical engagement and enquiry.

Our children become successful learners. They are active citizens with a secure understanding of geography locally, nationally and internationally, making links to their own heritage. They are confident geographers and effective contributors who engage readily in local and community projects. This includes recent links with Trust-links and inviting our parents and other visitors in to talk about their heritage. Trips and visits, locally and further afield, enhance their experiences and provide opportunities for application but also further discovery of the world.

### **'Achieving Excellence Together'**

#### **Reflections and celebrations**

We begin our geography learning asking the big question, what is geography? The pupil across **Year 1** to **Year 6** compare the countries of UK and Afghanistan. Study of human and physical features in our locality, the UK or destinations worldwide are undertaken. Children look at maps of the world and the United Kingdom identifying their places of birth, locations and discussing the languages used and cultures that that influence lives. The children used word mats to pronounce and greet one another in a variety of language, such as Arabic, Spanish and Italian for example. They explored a variety of maps of the UK and Asia. In the second lesson, the children learnt about the skills of orienteering. They learnt how to read a compass, coordinates and maps to locate places. In teams, they carried out geocaching activities by reading and answering geography questions.

In the Early Years, children learn to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Example of a year 1 unit -

**Year 2** learn about the seaside and the formation of different coastal features. This includes a trip to our local coastline in Southend-on-Sea.

By the end of this milestone they are able to name and locate the world's seven continents and five oceans and name, locate and identify the four countries and capital cities on the UK. Children are able to understand geographical similarities and differences in human and physical geography through studying the UK and other countries. They can identify seasonal and daily weather patterns and refer to key human and physical features. They can use simple fieldwork, observational skills, world maps, atlases,

photographs and globes to identify and study different places and use simple compass directions and directional language to describe features.

In **Year 3**, the children learn about how we can make living here a better place. They study types of pollution that affects the environment and how we can solve these problems for future generations. The children enjoy a trip to Chalkwell beach, where they carry out a litter-picking task, categorise shells, study the tides of the Thames estuary and create sand sculptures of local landmarks. This has many connections to outdoor learning and art.

They also use a case study of the Amazon River and the African country of Nigeria, looking at the impact of deforestation and pollution. They share their ideas for how we can prepare for change.

**Year 4** learn about Denmark and compare their traditions to the UK. They also enjoy engaging in orienteering and map reading activities.

By the end of this milestone they are able to extend their knowledge of the local area by comparing it to Europe and South America. They can locate more countries and identify the position of the equator and poles. They can describe key aspects of human and physical geography and use fieldwork to observe, measure and record these.

**Year 5** learn about the USA and compared it to life in the UK by exploring different human and physical features.

**Year 6** learn about the UK, carrying out independent and group research projects on different features of interest to them.

By the final milestone are children demonstrate that they are good geographers and develop a passion for the world they live in. They have a secure knowledge of the Earth's significant places and are able to compare them, justify issues and draw comparisons.

Our children are active citizens through contributions locally and globally. They make connections with others and the world as well as learning about sustainability. They are confident individuals as they challenge themselves, try new things, ask, discover and create.

Our children say:

"You get to look at different places in the world you don't know about. You always need to know about geography before you explore the world." Roxanne in Year 4

"Geography is about knowing where you are. You need to understand and respect different places cultures and religions before you visit those countries." Scarlett, Year 6

"I enjoyed making bug hotels because you get to help the creatures and the environment." Tianna, Year 2.

### Useful websites

<https://www.kids-world-travel-guide.com/>

<https://www.rgs.org/>

<https://kids.nationalgeographic.com/>

### Photo Gallery

