**Geography**

'A high quality geography education should inspire in pupils a curiosity and fascination about the world that will remain with them for the rest of their lives.'

*DfE (2014)*

**How Geography links to the Ethos, Vision and Values of Green Lane**

At Green Lane, we have developed a high-quality geography curriculum that inspires in our pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Geography is a subject packed with excitement that explores aspects of the world and helps us to better understand its people, places and environments and the interactions between them. It also helps us understand how and why places are changing, and to better imagine, predict and work towards likely and preferred futures: a shared responsibility and one more pertinent to our future generations than ever before. We encourage an enquiry led approach that seeks answers to fundamental questions such as:

*Where is this place? What is it like and why? How and why is it changing? How does this place compare with other places? How and why are places connected?*

It is also imperative that our geographers don’t just answer questions but also ask, challenge and debate them:

*What could/should the world be like in the future? What can we do to influence change?*

Underpinning all of these questions is the core purpose of our character education: listening deeply to others, recognising the worth of their ideas and learning to ‘disagree well’.

**A Character Education for Geography**

Our Church of England vision, ‘Educating for Life in all its Fullness’ (St John’s Gospel, chapter 10, verse 10) is the foundation upon which our practice rests. Through a varied, rich and character driven curriculum, we seek to develop and celebrate the flourishing of each individual child in our care, cultivating an expansive range of moral, spiritual, intellectual, civic and performance virtues. We encourage our young people to grow in wisdom, hope, community and dignity as well as cultivating a high level of academic excellence, knowledge and skills and a life-long desire to learn. We aim for the education we provide to equip our young people far beyond the school gates; impacting positively on their future lives as good citizens, friends, neighbours, parents, team members and employees, benefiting themselves as individuals and the wider communities they will be part of.

*I love learning about the wonders of the world – I might get to go there one day! Ethan, Y3.*

*I loved our topic on Rainforests. We did a Class Collective Worship all about it and researched so many facts! We learned that we need to care for the plants and animals in our world by recycling and not cutting down the trees. Rosy, Y5.*

**How we teach Geography at Green Lane**

The National Curriculum for Geography aims to ensure that all pupils:

* 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
  + communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

**Geography Skills and Knowledge taught for each Year Group**

**Key stage 1**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

* name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas
* name and locate the world’s 7 continents and 5 oceans

Place knowledge

* understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom

Human and physical geography

* identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
* use basic geographical vocabulary to refer to:
  + key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  + key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

* use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
* use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
* use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
* use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

**Key stage 2**

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

Pupils should be taught to:

Locational knowledge

* name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
* locate the world’s countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
* identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

* understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

Human and physical geography

* describe and understand key aspects of:
  + physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  + human geography, including: 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 and digital/computer mapping to locate countries and describe features studied
* use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
* use 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