



Geography

At Gilbert Colvin Primary School, we teach geography as part of our enriched curriculum to inspire children to become geographers; to have a sense of awe and wonder about the world we live in; and celebrate our diverse backgrounds. Throughout the school, the children will develop their fieldwork skills as well as learning about the different strands of geography to answer enquiry questions in each unit. The teachers plan in opportunities for learning outside of the classroom to support geography across the school. At Gilbert Colvin we use *Kapow Primary* scheme of work to deliver the geography curriculum.

Teaching and Learning

The national curriculum organises the attainment for geography under <u>Location Knowledge</u>, <u>Place Knowledge</u>, <u>Human and physical knowledge</u> and <u>Geographical Skills and fieldwork</u> so we have planned our geography curriculum with these strands running through each unit. The units are progressive and develop the geographical skills at each stage.

Geography is taught at least 3 times a year with opportunities for children to go on trips and put into practice their fieldwork skills yearly.

Exploring the four strands.

Locational knowledge

An understanding of locational knowledge helps pupils to:

- Develop their sense of place and identity.
- Develop an appreciation of distance and scale.
- Learn about the orientation of the world.

In the Early years, pupils learn positionality, beginning to understand where one object or feature is in relation to another, and use simple directional language to describe this. In Key stage 1 and 2 they extend this to more technical terms such as the points of the compass. Alongside this, pupils become more fluent in identifying specific locations.

Pupils also need to learn about absolute positioning systems such as latitude and longitude to develop an understanding of location affects many of the earth's systems.

Place knowledge

'Place knowledge' builds on 'Locational knowledge. Pupils not only locate a physical area on a map but also attach meaning to the space so it becomes a 'place' with similarities and differences to the places that they are familiar with their homes, classrooms, towns and cities.

During primary school, pupils make comparisons between different places but also study the same place over time.

Human and physical geography

A knowledge of physical and human processes helps pupils to describe and explain different environments.

Pupils in Key stage 1 learn about weather patterns and how these relate to location. They learn to use geographical vocabulary to refer to key physical and human features.

In Key stage 2 children study why certain phenomena occur and the impact that these phenomena have on the environment over time.

It is important that pupils understand how human and physical processes interact.

There is an interplay between these four strands and the concepts within them do not exist in isolation from each other. For this reason, elements of each strand appear in all of our Geography units.

Geographical skills and fieldwork

Pupils learn to interpret maps, globes and atlases and studying these spatial representations supports their development of a sense of place.

This begins in Key stage 1, with pupils studying plans of areas that they are familiar with through to studying more complex maps to find out about the topography of distant places.

Through fieldwork, pupils are able to connect their learning in geography lessons with the complexity of the real world.

Pupils learn how to observe and record the environment around them and this supports them in retaining key geographical knowledge.

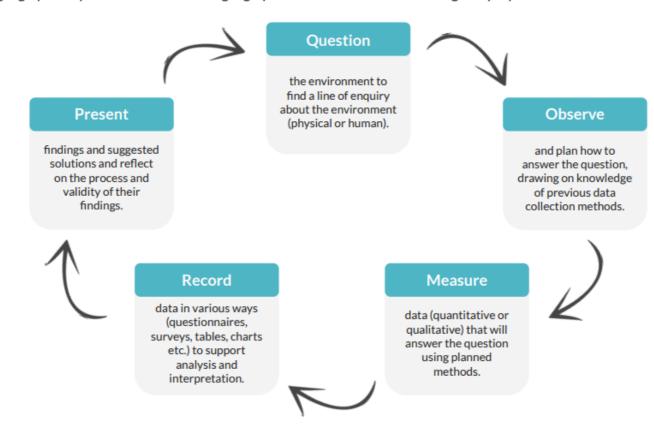
Fieldwork should draw together pupils' location knowledge and that of the human and physical processes, helping pupils to see the interplay between them.





The enquiry cycle

It is important that pupils consider the ways that geographers question and explain the world and begin to 'think like a geographer.' We have used this enquiry cycle when planning the fieldwork studies throughout our scheme to encourage pupils to ask geographical questions and learn how geographers reach their answers through enquiry.







Fieldwork skills

Below is a list of many of the fieldwork skills featured in our curriculum. These are be built upon over time and feature across units where most appropriate for the enquiry question.

Observing Measuring Maps and compasses to follow routes. Likert scales. Annotated field sketches. Rain gauges Aerial photographs. Thermometers Non-standard measurements (for example, drawing around Transects. Magnifying glasses to observe in more detail and classify. a puddle with chalk). Sketch maps. Recording **Presenting** GIS (digital mapping). Drawing routes on maps Bar charts Annotated maps. Pictograms Digital photographs. Pie charts. Using simple recording techniques to record their feelings. Presentations Questionnaires. Letters. Interviews Slideshows Tally charts. Non-chronological reports. Audio recordings. Sketch maps to show spatial patterns. Posters. Video. Balanced arguments.

Assessment

Geography learning is recorded in their humanities book. Teachers assess children's knowledge, understanding and skills in geography by making observations of the children working during lessons and then assessing whether they are 'at expected' or not. Lessons always begin with a 'Recap and Recall' section which allows pupils to practise key knowledge relevant to the lesson. At the end of each unit, a summative quiz is completed to assess understanding of key knowledge and skills. We make sure that pupils understand the strands of geography and can apply their field work skills within all the topics that are taught. The geography subject leader then uses this information to support teachers, ensuring that all pupils make good progress.

Enrichment & Cultural Capital

At Gilbert Colvin, we believe that enrichment opportunities are vital in creating a creative curriculum and so plan in activities throughout the year.

We develop our understanding of the local area by going on walks to the local high street, parks and other places of interest; this develops to the children using public transport to go into London to discover the human and physical features and complete fieldwork activities.

Examples of other enrichment activities include going to Hainault forest, the Soanes Centre, and completing tours of London, all of which have a geographical focus.





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is it like here?		What is the weather like in the UK?		What is it like to live in Shanghai?	
Year 2		Would you prefer to live in hot or cold places?	Why is our world wonderful?		What is it like to live by the coast?	What is it like to live by the coast?
Year 3		Where does our food come from?	Why do people live near volcanoes?		Are all settlements the same?	
Year 4		Why are rainforests important to us?		Who lives in Antarctica?	What are rivers and how are they used?	
Year 5	What is life like in the Alps?		Why do oceans matter?		Would you like to live in the desert?	
Year 6		Why does population change?		Where does our energy come from?		Can I carry out an independent fieldwork enquiry?



