



## Subject Story

### Geography

#### **Intent**

Geography inspires children to become curious and fascinated about their world. It deepens a child's understanding and develops their skills to investigate human and physical processes.

Children's knowledge of our diverse world (places, people, resources and natural and human environments) develops through comparisons of their local community with the wider world.

We aim to stimulate the children's enthusiasm and curiosity about their surroundings and the wider world, through our teaching of Geography.

#### ***National Curriculum for Geography states:***

*A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils 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.*

As part of our topic overview, our intention at Morden is to develop the children's knowledge of globally significant places. It is also the school's intention to teach a variety of skills including map reading. This ranges from helping reception children to talk about the features of his/her immediate environment, right up to how they may use maps, atlases, globes and digital/computing mapping to locate countries and describe features studied in Year Six.

#### **Implementation**

There is a strong focus on the use of resources used within Geography lessons, with each class having access to a range of resources that will deepen their understanding of different areas of the Geography curriculum. We have a full class set of iPads which can be used for map work and conducting research on different geographical subjects. Trips take place during the year to create engagement with the topic. These include experiences of fieldwork that deepen children's understanding of geographical processes.

#### **Impact**

- Children are assessed on their understanding of a range of skills used within their work and their ability to use new, relevant vocabulary
- Children are able to communicate geographical information in a variety of ways, showing both their skills and knowledge of the subject.
- Children enjoy their topic lessons and gain key understanding, including locational and place knowledge as well as human and physical geography.

#### **If you were to walk into Geography lessons at Morden, you would see:**

- **A wide range of physical resources** – including atlases, globes, and relevant non-fiction texts will help the children take ownership of their learning and develop their understanding of the subject.
- **The use of key vocabulary throughout the school and children taking ownership of their learning** – teaching staff ensure key vocabulary is displayed

throughout their interactive whiteboard slides as well as in displays and word banks so that the children are able to access them frequently. Children also have the opportunity to explain their key findings through a final topic lesson that allows them to express their ideas creatively using all learning from that topic.

- **As well as:**
- **Relevant trips to extend and engage children within their learning** –children experience either trips to encourage their learning and enable them to take part in a variety of different activities or a visitor to school to show them a range of resources and opportunities to further their learning of a topic.

### Pupil Voice

Year 1: 'I enjoyed learning about Barnaby Bear and his travels to Thailand.'

Year 2: 'I was excited to learn about Pirate Blackbeard and how he set fire to his beard.'

'We use Ipads to do research and find interesting facts.'

Year 3 : 'I loved learning about the Anglo-Saxons and their voyages across the seas and oceans.'

Year 4: 'We learn about the Physical and Human Geography when we study different places.'

Year 5: 'I enjoyed Australia Day when we could fundraise and help with caring for the animals in Australia who had been injured by the bush fires.'

Year 6: 'It's been very interesting learning about how Climate change is affecting Earth and that we have a part to play in it.'

### An example of skills and knowledge progression within our Geography curriculum

Geographical skills and fieldwork	
<p><b>Y1</b></p> <ul style="list-style-type: none"> <li>• Use simple compass directions &amp; locational &amp; directional to describe the location of features &amp; routes on a map;</li> <li>• Devise a simple map; &amp; use &amp; construct basic symbols in a key; use simple fieldwork &amp; observational skills to study the geography of the surrounding area, including key human &amp; physical features, using a range of methods;</li> <li>• Use key vocabulary: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical</li> </ul>	<p><b>Y4</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes &amp; digital/computer mapping to locate countries &amp; describe features studied;</li> <li>• Use key vocabulary: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.</li> </ul>
<p><b>Y2</b></p> <ul style="list-style-type: none"> <li>• Use world maps, atlases &amp; globes to identify the countries, continents &amp; oceans studied at this key stage;</li> <li>• Devise a simple map; &amp; use &amp; construct basic symbols in a key;</li> <li>• Use key vocabulary: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</li> </ul>	<p><b>Y5</b></p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes &amp; digital/computer mapping to locate countries &amp; describe features;</li> <li>• Use key vocabulary: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.</li> </ul>
<p><b>Y3</b></p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes &amp; digital/computer mapping to locate countries &amp; describe features studied; use symbols &amp; keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom &amp; the wider world;</li> </ul>	<p><b>Y6</b></p> <ul style="list-style-type: none"> <li>• Use fieldwork to observe, measure, record &amp; present human features using a range of methods, including sketch maps, plans &amp; graphs, &amp; digital technologies;</li> <li>• Use key vocabulary: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.</li> </ul>

## Examples of learning



**Year 3 & 4 enjoying  
Walton Firs**



**Year 1 finding the  
continents of the world**

## Successes in 2018-2019

- Year 3/4 residential trip to Walton Firs
- Trip to Chessington World of Adventure – saw different animals from around the world.

## Priorities for 2019-2020

- To review the medium and long term plans, raise profile of staff understanding of specific aspects of Geography e.g. locational skills, skills and knowledge subject progression documents to ensure coverage across the year and a broad and balanced curriculum.
- To develop clarity of subject leader expectations to upskill leadership across the school.
- To continue to monitor books by cross referencing with subject progressions and year MTP's.
- Develop 'wow' topic launchers and the use of drama across the curriculum.
- Encourage parental involvement through the development of sharing events.
- **Support and guidance in enhancing learning through the use of relevant topic visitors:** Showing the relevance of our learning through establishing connections with people in the local community, who work in relevant subject areas.
- **To develop a stronger skills/knowledge based curriculum** through the use of knowledge organisers and half termly multiple choice quizzes to help engage children's long term understanding of topics.

**Giving the children ownership of selecting a topic:** a whole school half term topic in the Summer Term based around the Environment

## Some websites you might find particularly interesting

<https://www.bbc.co.uk/education/subjects/zcdqxnbn>  
<https://www.bbc.co.uk/education/subjects/zbkw2hy>  
<http://www.crickweb.co.uk/links-geography.html>  
<http://www.primaryhomeworkhelp.co.uk/geography/index.html>  
<http://world-geography-games.com/continents.html>