



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.

- **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 Trvelling Ted and his travels to different places in the UK.'

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.'

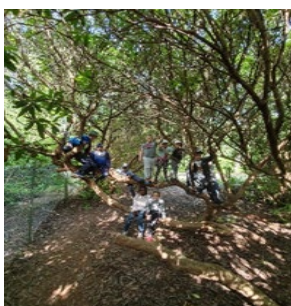
Year 5: 'I enjoyed Australia Day when we could fundraise and help with caring for the animals in Australia who had been injured by the bush fires.'

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

Autumn	Locational Knowledge	Place knowledge	Human & physical geography	Geographical skills & fieldwork
Y1 Autumn 1				Our School Use simple compass directions & locational & directional to describe the location of features & routes on a map; Devise a simple map; & use & construct basic symbols in a key; use simple fieldwork & observational skills to study the geography of the surrounding area, including key human & physical features, using a range of methods; 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
Y2 Autumn 1	Wonderful World Name & locate the world's 7 continents & 5 oceans; Use key vocabulary: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica		Wonderful World Identify seasonal & daily weather patterns in the United Kingdom & the location of hot & cold areas of the world in relation to the Equator & the North & 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 & weather	Wonderful World Use world maps, atlases & globes to identify the countries, continents & oceans studied at this key stage; Devise a simple map; & use & construct basic symbols in a key; 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.
Y3 Autumn 1	The UK Name & locate counties & cities of the United Kingdom, identifying human & physical characteristics including hills, mountains, rivers & seas, & how a place has changed; Use key vocabulary: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the			The UK Use maps, atlases, globes & digital/computer mapping to locate countries & describe features studied

Examples of learning



Year 3 & 4 enjoying Walton Fir



Year 1 finding the continents of the world

Successes in 2020-2021

Identify:

- Geography subject story in place.
- Vision for development of Geography as a subject.
- Lead subject in terms of wider curriculum review.
- Identified scheme of work to ensure progression of Geography skills and knowledge.

Develop:

- Progression of skills written, mapping skills, knowledge and vocab across year groups and unit plans link back to this (evident in MTPs).
- Staff meetings took place to review Geography planning and agree new scheme of work.

Priorities for 2021 - 2022

Identify:

- Whole school opportunities for Geography will be mapped across school calendar.
- Progression documents for each year group will be reviewed to reflect diversity.
- Trips/visitors will be considered to support and develop learning.

Develop:

- Geography will be taught on an alternate half-term weekly basis across the school.
- A bank of resources to support diversity coverage will be sourced.
- The format of end of unit assessment will be agreed to understand what the children know, inform planning and curriculum coverage.
- Trips/visitors will be planned to support and develop learning.

Embed:

- Monitoring will show that Geography lessons match lesson plans, which match progression documents.
- Learning objectives always make skills clear.
- Non-negotiables outlined above (*If you were to walk into a Geography lesson ...*) are evident in all lessons.
- Children will understand and use Geography vocabulary appropriate to each unit of work.
- Trips/visitors will take place to support and develop learning.
- Diversity will be reflected across LTP for History.
- End of unit assessment will take place and outcomes inform planning of the next unit.

Priorities beyond 2022

Establish:

- Children will discuss their learning with confidence and apply to the world around them.
- Children will be able to explain the skills they are developing in each unit and use their knowledge to apply these independently.
- Children will complete end of unit assessments with confidence, awareness and a growth mind-set.

Some websites you might find particularly interesting

<https://www.bbc.co.uk/education/subjects/zcdqxnbn>

<https://www.bbc.co.uk/education/subjects/zbkw2hv>

<http://www.crickweb.co.uk/links-geography.html>

<http://www.primaryhomeworkhelp.co.uk/geography/index.html>

<http://world-geography-games.com/continents.html>