



# William Barnes Primary School

## Geography Subject Statement

Excellent teaching gives children the life chances they deserve; children learn better when they are engaged with their learning and we endeavour to achieve this through high-quality teaching. Education is for all, not the few as all children have the right to be the best they can be. At William Barnes, we aspire to foster a love of learning alongside the development of the well-rounded child.

### **Preparing Children for Life**

We believe that we are preparing children for successful futures. We aim for them to be independent thinkers, confident, interested learners and global citizens, equipped to live, work in and contribute to society.

At William Barnes Primary School, we believe that children deserve:

- A strong sense of belonging fostered through positive relationships;
- High-quality feedback that moves their learning forward;
- Appropriate support to overcome specific barriers that they may face.
- Routines that provide consistency and stability throughout the school day.
- Children are able to be curious about different areas of learning.
- Children are given the opportunity to experience the widest variety of the written and spoken word possible with a vocabulary rich curriculum and school experience.
- Academic and pastoral experiences serve to enhance

### **Knowledge and Skills**

As a school, we believe in the equal relationship between knowledge and skills in our curriculum.

We believe that:

- Knowledge can be declarative (to know that) or procedural (to know how to).
- Both these forms are important and that declarative knowledge is turned into procedural knowledge through action and the act of practising and applying.
- Skills can be procedural knowledge as a result of the application of declarative knowledge.
- Skills can be linked to dispositions and behaviours.

In short, skills often procedural knowledge and are linked intrinsically to declarative knowledge.

We prefer to see the debate laid out as:

Knowledge → Comprehension → Application → Evaluation

### **Parents and carers**

Evidence shows that *“Parental engagement has a positive impact on average of 4 months’ additional progress.”* (EEF) Parents and Carers are a vital part of the learning process at every step of a pupil’s journey through our school therefore we work together with families to support their children’s learning.

*“For all children, the quality of the home learning environment is more important for intellectual and social development than parental occupation, education and income. What parents do is more important than who parents are.”* (EPPE)



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### Geography INTENT

#### Vision and Mission

Geography is all around us and, from an early age, children are curious about and aware of the environment around them. A high-quality Geography education provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. High quality teaching equips 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.

#### Current Practice

Geography is a foundation subject in the National Curriculum. This policy outlines the purpose, nature, management and assessment of Geography as taught in William Barnes Primary School.

Geography stimulates curiosity and imagination, and we aim to build upon children's 'personal geography' by developing geographical skills, knowledge and understanding through studying places and themes.

Geography encourages children to learn through experience, particularly through fieldwork and practical activities.

#### Aims

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 (GIS)



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

### Objectives

#### Early Years

Within the EYFS, geography is included as part of Understanding the World. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing geographical understanding. This is set out in the Early Years curriculum as children needing to:

- observe, find out about, and identify features in the place they live and the natural world
- Begin to know about their own cultures and beliefs and those of other people
- Find out about their environment, and talk about those features they like and dislike

#### The National Curriculum states that ;

##### 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 and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

##### 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



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- 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 Geography – key stages 1 and 2 3
- 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

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- 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
- 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 within 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 Geography – key stages 1 and 2 4

#### Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied



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- use the eight points of a compass, four and six-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.

### OVERVIEW

#### Geography

Year	Term 1	Term 2	Term 3
R	<p><b>Me in My Community</b> Children learn about communities and conduct fieldwork to explore the nursery and school environment. Children learn to look after their immediate environment and are introduced to maps as pictorial representations of places and journeys. They make sketches of familiar routes and journeys. Children are introduced to positional language, such as forwards, backwards, next to, in front of, behind and under.</p> <p><b>Exploring Autumn</b> Children conduct fieldwork to explore the changes that happen during autumn and how these affect their local environment, including typical autumn weather.</p>	<p><b>Long Ago</b> <b>Winter Wonderland</b> Children conduct fieldwork in the school grounds to further develop their knowledge of how seasonal changes in winter and wintry weather affect the local environment. They explore countries with cold climates and learn how habitats and wildlife differ worldwide.</p> <p><b>Stories and Rhymes</b></p>	<p><b>Sunshine and Sunflowers</b> <i>People, culture and communities;</i> <i>The natural world</i> Children conduct fieldwork in a local park or garden to explore the features of new environments. They apply how weather affects the local environment to reflect on and describe seasonal changes over the year. Children build on their map making skills to make sketch maps depicting real journeys and places they have visited. They are introduced to digital maps and explore satellite images of the local area.</p> <p><b>Splash</b></p>



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	<p><b>Once Upon a Time</b> Children build on their knowledge of maps by making maps to represent places and journeys in stories.</p> <p><b>Sparkle &amp; Shine</b> Children explore the theme of celebration and begin to learn how life in their country differs from countries around the world. They are introduced to globes and world maps to explore locations of places, including the UK.</p>	<p><b>Dangerous Dinosaurs</b> Children build on their geographical knowledge of map making as they create imaginary dinosaur island maps. They build on positional language to give directions for their journeys.</p> <p><b>Signs of Spring</b> Children carry out fieldwork to explore the changes during spring and the effect of springtime weather on their local environment.</p>	<p><b>Animal Safari</b> Children carry out fieldwork to explore the plants and animals in their local environment. They build on their knowledge of worldwide locations and compare and contrast unfamiliar environments to their own.</p> <p><b>Creep, Crawl &amp; Wriggle</b> Children explore their local environment and observe what lives there.</p>
1	<p>Our Wonderful World (may be mapped out across Term 1 and 3) This essential skills and knowledge project teaches children about physical and human features, maps, cardinal compass points, and positional and directional language. They learn about the oceans, equator, hemispheres and continents and are introduced to the countries, capital cities and settlements of the United Kingdom. The children carry out simple fieldwork to find out about local physical and human features.</p> <p>What is geography? Maps Location Directional language</p>	<p>Bright lights, Big City This project teaches children about the physical and human characteristics of the United Kingdom, including a detailed exploration of the characteristics and features of the capital city, London.</p> <p>Introductory knowledge Local landmarks/ Alternative start The United Kingdom (Link to Our Wonderful World The United Kingdom) Physical features of the United Kingdom What is a city? This is London London landmarks A landmark's story Ariel photographs Giving directions</p>	<p>Continents and Oceans Hot and cold places Different types of settlements Aerial photographs/ Local and physical features enquiry</p>



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		Comparing capital cities Roaming around London	
2	<p>Let's Explore the World (may be mapped out across Term 1 and 3)</p> <p>This essential skills and knowledge project teaches children about atlases, maps and cardinal compass points. They learn about the characteristics of the four countries of the United Kingdom and find out why there are hot, temperate and cold places around the world. They also compare England to Somalia. Children carry out fieldwork, collecting primary data in their locality to answer geographical questions. Using an atlas Using compass directions Using a key with a map Sustainability Locating the equator Hot, temperate and cold places Characteristics of the UK Comparing places</p>	<p>Coastline</p> <p>This project teaches children about the physical and human features of coastal regions across the United Kingdom, including a detailed exploration of the coastal town of Whitby, in Yorkshire.</p> <p>Introductory knowledge and Alternative start or Coastal visit Map readers Reading keys Physical processes- Erosion Human features of a coastal town Remarkable RNLI/ Coastal rescue Saltwick Nab Comparing past and present Jobs in the past Tourism Innovate Our coastal towns/ Coast exhibition</p>	
3	<p>Our Planet, Our World (may be mapped out across Term 1 and 3)</p> <p>This essential skills and knowledge project teaches children to locate countries and cities, and use grid references, compass points and latitude and longitude. They learn about the layers of the Earth and plate tectonics and</p>	<p>Rocks, Relics and Rumbles</p> <p>This project teaches children about the features and characteristics of Earth's layers, including a detailed exploration of volcanic, tectonic and seismic activity.</p> <p>Plate tectonics Ring of fire</p>	<p>UK Human and physical features UK counties UK cities Local land use enquiry</p>



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	<p>discover the five major climate zones. They learn about significant places in the United Kingdom and carry out fieldwork to discover how land is used in the locality.</p> <p>Locating countries on a map</p> <p>Four-figure grid references/ Compass points</p> <p>Latitude and Longitude /Climate zones</p> <p>Locating European countries and cities</p>	<p>Features of volcanoes</p> <p>Latitude and longitude</p> <p>Fact-finding</p> <p>Volcanologist's report</p> <p>Earthquakes</p> <p>Earthquake activity</p> <p>The spread of a tsunami</p> <p>Rumbles</p> <p>Model volcanoes</p>	
4	<p>Interconnected World (may be mapped out across Term 1 and 3)</p> <p>This essential skills and knowledge project teaches children about compass points and four and six-figure grid references. They learn about the tropics and the countries, climates and culture of North and South America. Children identify physical features in the United Kingdom and learn about the National Rail and canal networks. They conduct an enquiry to prove a hypothesis, gathering data from maps and surveys before drawing conclusions.</p> <p>Tropics of Cancer and Capricorn</p> <p>Countries in North and South America</p> <p>Contrasting climates/ Characteristics of North and South America</p> <p>Life in North and South America</p>	<p>Misty Mountain, Winding River</p> <p>This project teaches children about the characteristics and features of rivers and mountain ranges around the world, including a detailed exploration of the ecosystems and processes that shape them and the land around them.</p> <p>Introductory knowledge</p> <p>River visit/ Alternative start</p> <p>Journey of a river</p> <p>Changing landscapes</p> <p>Rivers of the world</p> <p>Uses of river</p> <p>What are mountains?</p> <p>Mountains of the United Kingdom</p> <p>Mountains of the world</p> <p>The water cycle/ Investigating the water cycle</p> <p>Comparing habitats</p> <p>Investigation day</p>	<p>Compass points/ Four figure grid references</p> <p>Six-figure grid references</p> <p>National rail network/ Canals of Britain</p> <p>Local transport links enquiry</p>



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5	<p>Investigating our worlds (may be mapped out across Term 1 and 3)</p> <p>This essential skills and knowledge project teaches children about locating map features using a range of methods. They learn about the Prime Meridian, Greenwich Mean Time (GMT), and worldwide time zones and study interconnected climate zones, vegetation belts and biomes. Children learn about human geography and capital cities worldwide before looking at the UK motorway network and settlements. They carry out an enquiry to identify local settlement types.</p> <p>Using Ordnance Survey maps Contour lines/ Exploring grid map squares Time zones/ Climate zones/ Vegetation belts/ Biomes World cities</p>	<p>Sow, Grow and Farm</p> <p>This project teaches children about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.</p> <p>Introductory knowledge Allotment visit/ Alternative start Farming in the UK Mapping using grid references Impact of modern farming North and South America Citrus farming in California Coffee growing in Peru How far has your food travelled? Should we import our food? Market gardens Presenting our farms</p>	<p>Human geography Transport networks Settlement hierarchy Local settlement classification enquiry</p>
6	<p>Our Changing World (may be mapped out across Term 1 and 3)</p> <p>This essential skills and knowledge project revises the features of Earth, time zones and lines of latitude and longitude to pinpoint places on a map. Children find out more about map scales, grid references, contour lines and map symbols. They learn about climate change and the</p>	<p>Frozen Kingdoms</p> <p>This project teaches children about the characteristics and features of polar regions, including the North and South Poles, and includes a detailed exploration of the environmental factors that shape and influence them.</p> <p>Introductory knowledge Alternative start</p>	<p>Climate change Climate change, extreme weather and people Human settlement patterns Local settlement patterns enquiry</p>



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<p>importance of global trade. Children analyse data and carry out fieldwork to find out about local road safety. They study patterns of human settlements and carry out an enquiry to describe local settlement patterns. Features of Earth/ Time zones Using lines of latitude and longitude/ Using scale on a map Scale and distance Grid references, contours and symbols</p>	<p>Polar climates Polar day and night Polar oceans Polar landscapes Climate change Natural resources Indigenous people Case study- Tourism in the Antarctic Polar presentations</p>	
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### **IMPLEMENTATION**

#### **How We Teach**

#### **How is Geography planned and taught?**

1. Class teachers make use of Cornerstones as a basis for their planning and resources, and this is overseen by the Geography subject leader to ensure progression and coverage of knowledge and skills across each key stage. This is sequenced model, and Geography is the main driver for Term 2. In addition to the main driver project, there is another project which focuses on teaching and developing the geography skills.
2. The broad learning objectives from the National Curriculum have been mapped out into smaller, lesson by lesson learning intentions.
3. To aid the development and progression of the key areas of Geography, 6 Golden Threads have been chosen. **Location, Physical Geography, Human Geography, Comparisons, Skills and Fieldwork and Sustainability.**
4. Geography is taught as an isolated subject (KS1-2). The main driver project does have links with other curriculum areas.



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5. Teachers plan lessons to include a variety of teaching and learning styles including; whole class teaching, group and individual learning.
6. Teachers ensure that the needs of SEND, Vulnerable and EAL children are met through planning differentiated teaching and learning activities to take account of individual needs, including the use of support staff.
  
7. Teachers plan Geography lessons to:
  - Enable children to gain knowledge and understanding of places in the world.
  - Increase knowledge of other cultures and in doing so, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
  - learn graphic skills, including how to use, draw and interpret maps
  - know and understand environmental problems at a local, regional and global level.
  - Encourage in children a commitment to sustainable development, and an appreciation of what 'global citizenship' means
  - Develop a variety of skills, including enquiry, problem solving, computing and investigation.
  
8. Teachers ensure that children are familiar with the key vocabulary for the area of Geography they are studying and that this is accessible to all children via classroom displays, word banks etc.
  
9. Field work and investigative activities that make use of our local environment including investigating the school grounds and the local area are included in the Cornerstone's Sequence model. Residential trips in KS2 enable children to explore environments further afield.

### **Reading/Vocabulary/Oracy**

We believe reading to be the very bedrock for learning. Reading development is considered at every learning opportunity and opportunities for developing the reading practice of children and parents are constantly being updated. We are constantly evaluating new and existing strategies for encouraging home reading.

Time is given to vocabulary development within all subjects and children are encouraged to question new vocabulary at any opportunity. As stated before, we run our own Oracy Project, which supports the catch up process for young children with a vocabulary gap.

### **Support**



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- There are regular staff meetings for the Geography subject leader to update staff.
- Staff have access to the Cornerstones site.

### **Parents**

At William Barnes Primary School, we believe that parents and teachers working together is highly beneficial to long term quality learning.

Parents are invited to join in with trips and fieldwork activities through the year and to support children with any home learning linked to Geography topics.

We welcome visits to school from parents with a particular interest, knowledge or skill that will enthuse and enhance the children's learning in Geography.

### **IMPACT**

#### **Assessment**

Summative assessment

Work from throughout Reception in all seven areas of learning is used to create each child's end of EYFS profile. Several early geographical skills are developed during learning in the EYFS that culminate in the Early Learning Goal for Understanding of the World,

*All KS1 and KS2 teachers keep their own records of their class's progress.*

*Children will complete the assessments under the Express section of Cornerstones for each Geography project.*

*Class teachers will keep a record of these scores.*

*Teachers will highlight the progression document to show the skills and knowledge that has been covered.*

*Teachers will complete the assessment table at the end of the progression document to identify if the children are WTS, ARE or GDS.*

*This document will follow the children through their time at William Barnes.*

All teachers are required to report on the child's ability and effort made in Geography as part of his/her end of school year report.

### **Formative Assessment**

In EYFS, teachers make frequent observations and record these through the online 'tapestry' programme. This is shared with, and can be added to, by parents and carers.



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These regular observations are linked to specific objectives within the Early Years framework.

Teachers in all classes use AfL strategies to monitor children's progress in lessons and over time.

Teachers make use of the geography assessments (from Cornerstones) at the end of the projects and will keep a record of these scores.

These assessments will help inform whether the children are able to retain and recall the key knowledge being taught.

### **Multicultural/ Equal Opportunities**

In accordance with our equal opportunities policy, all children regardless of race, gender or ability have equal access to the Geography curriculum at William Barnes Primary School. Class teachers plan and organise deepening activities for more able children and provide extra support for those who need it.

### **Resources**

- Geography equipment and resources are kept in the resources room, library and individual classrooms and include: reference books, textbooks, library loans, teacher prepared materials, pictures, photographs, maps, atlases and globes.
- Staff are encouraged to let the subject leader know if they require additional resources and the subject leader is responsible for ensuring that resources are in good condition and fit for purpose.
- Staff will inform the IT technicians if there are any difficulties with online resources

### **Monitoring**

The Geography subject leader is responsible for

- Taking the lead in policy development and subject overview designed to ensure progression and continuity in Geography throughout the school
- Support colleagues in the development of planning, implementation of National Curriculum objectives and in assessment and record keeping procedures.
- Monitor progress in Geography and advise Head teacher on action need.
- Conduct work sampling regularly, focussing on different aspects of teaching and learning
- Keep up to date with developments in Geography education and disseminate information to colleagues as appropriate.

The senior leadership team undertake regular work scrutinies.



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