



**Together we grow; Together we achieve**

# Geography Guidance

September 2020

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## 1. Curriculum Statement – Geography

At Pippins, we intend to inspire curiosity and fascination about the world and its people with the knowledge and skills to prepare them for lifelong learning in the 21<sup>st</sup> Century.

We do this by teaching a broad, stimulating, challenging and creative curriculum through which children will grow, persevere and be passionate about the relationship between people and nature and deepen their understanding of the interaction between physical and human processes and how the world has and, is changing over time.

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognize the importance of sustainable development for the future of mankind.

We believe that teaching should equip pupils with knowledge about diverse places, people, resources and both natural and human environments, together with an understanding of the Earth's key physical and human processes. It is fundamental in a language rich curriculum, that children are introduced to, and expected to use, the correct and appropriate geographical vocabulary for their stage of development.

As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

We want our children to gain confidence and practical experiences of geographical knowledge, understanding and skills that explain how the Earth's features at different scales are shaped, interconnected and change over time, including the positive contributions that they could make as informed global citizens.

### Aims

- to enable children to gain knowledge and understanding of places in the world;
- to increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- to allow children to learn graphic skills, including how to use, draw and interpret maps;
- to enable children to know and understand environmental problems at a local, regional and global level;
- to encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means;
- to develop a variety of other skills, including those of enquiry, problem solving, computing, investigation and how to present their conclusions in the most appropriate way.

## **2. Teaching and Learning**

We use a variety of teaching and learning styles in our geography lessons. We combine a whole-class teaching approach with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use IT in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.

## **3. Assessment**

We assess the children's work in geography by making informal judgements as we observe the children during lessons. Once the children complete a unit of work, we make a summary judgement of the work for each pupil as to whether they have yet to obtain, obtained or exceeded the expectations of the unit. Results are recorded and used to plan future work, to provide the basis for assessing the progress of the child, and to pass information on to the next teacher at the end of the year.

The geography subject leader keeps samples of the children's work in a portfolio. Children's work is recorded in their topic books.

## **4. Planning and Resources**

We use the national curriculum for geography as the basis for our curriculum planning. We have adapted the national scheme to the local circumstances of our school, i.e. we make use of the local environment in our fieldwork and we also choose a locality where the human activities and physical features provide a contrast to those that predominate in our own immediate area.

Our long-term plan maps the geography topics studied in each term during each key stage. The geography subject leader works this out in conjunction with teaching colleagues in each year group. We combine the geographical study with work in other curriculum areas where possible. Our medium-term plans give details of each unit of work for each half term. The geography subject leader reviews these plans on a regular basis.

We plan the topics in geography so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

### **Resources**

We are continually reviewing resources in our school to be able to teach all the geography units in our scheme of work. We keep these resources in a central store room. In the library we have a good supply of geography topic books and a list of recommended fiction and non-fiction books can be found in at [www.booksfortopics.com](http://www.booksfortopics.com). A list of recommended websites for teachers and pupils can be found in Appendix A.

## **5. Fieldwork**

Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry.

In the Foundation stage and at Key Stage 1 all the children carry out an investigation into the local environment and we give them opportunities to observe and record information around the school site. At Key Stage 2 the children do a study of the local area.

## 6. EYFS

We teach geography in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage, we relate the geographical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as collecting postcards from different places, singing songs from around the world, or investigating what makes a 'good' playground.

## 7. Cross curricular links

### English

Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. We ensure that some of the texts that we use are geographical in nature. At Key Stage 2 we organise debates on environmental issues because we believe that these develop speaking and listening skills. Reports, letters and recording information will all develop children's writing ability. We also use environmental issues as a way of developing the children's writing ability by asking them to record information and write reports and letters.

### Geography

Geography in our school contributes to the teaching of mathematics in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance and they learn how to use four- and six-figure grid references. They also use graphs to explore, analyse and illustrate a variety of data.

### History

Teachers use the 5 key questions (KS1 - COWWS) and the 7 key questions (KS2 - HOTCLUB) when studying places in any other curriculum area including history. See appendix B

### Computing

We make provision for the children to use the computer in geography lessons where appropriate. Children use computing in geography to enhance their skills in data handling and in presenting written work. They research information through the Internet. We also offer children the opportunity to use the digital camera to record and use photographic images.

### Science

#### Personal, social and health education (PSHE) and citizenship

Geography contributes significantly to the teaching of personal, social and health education and citizenship. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way people re-cycle material and how environments are changed for better or for worse. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions. Geography in our school promotes the concept of positive citizenship.

#### Spiritual, moral, social and cultural development

We offer children in our school many opportunities to examine the fundamental questions in life through the medium of geography. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet. We encourage the children to reflect on the impact of mankind on our world and we introduce the concept sustainable development. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world and discuss Fairtrade. We help children to develop their knowledge and understanding of different cultures so that they learn to avoid

stereotyping other people and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study.

### **8. Inclusion**

We recognise the fact that there are children of widely different geographical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children by ability in the room and setting different tasks to each ability group;
- pairing children for peer support
- providing resources of different complexity according to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

### **9. Teaching geography to children with special educational needs**

At Pippins School we teach geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our geography teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We enable pupils to have access to the full range of activities involved in learning geography. Where children are to participate in activities outside the classroom, for example, a field trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### **UNICEF Rights of the Child**

As a rights respecting school, we want our pupils to become global citizens, recognising issues affecting citizens in other countries and in the UK and gaining a deeper understanding of these issues. They demonstrate how the rights of citizens are sometimes denied through topics such as rivers (land use), natural disasters, trade and economics (Fairtrade) and global warming. Children are reminded of the charter when discussing and exploring issues.

### **10. Role of the Subject Leader**

The geography subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in geography. The geography subject leader is also responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The geography subject leader gives the headteacher an annual action plan in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. We allocate special time for the vital task of reviewing samples of children's work and for visiting classes to observe teaching in the subject.

## Appendix A

# Geography Resources

National Geographic

<https://www.natgeokids.com/uk/teacher-category/geography/>

Royal Geography Society

<https://www.rgs.org/schools/teaching-resources/>

Ordnance Survey

<https://www.ordnancesurvey.co.uk/mapzone/>

Google Maps

<https://www.google.co.uk/maps/>

Google Earth Education

<https://www.google.com/earth/education/>

3Dgeography

<https://www.3dgeography.co.uk/geography-topic>

BBC

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

Espresso

<https://www.discoveryeducation.co.uk/what-we-offer/discovery-education-espresso>

Kid Friendly Geography Fun Facts Podcast

<https://app.kidslisten.org/pod/Kid-Friendly-Geography-Fun-Facts-Podcast?refresh=1>

## Appendix B

### KS1

**When learning about a new place (for example, during non-geography-based units, such as history-based units) always ask and answer these questions:**

#### **COWWS:**

- **CONTINENT** – Which continent is it in?
- **OCEANS AND SEAS** – Which oceans or seas are nearby?
- **WEATHER** – What is the weather like there? Is it hot or cold there? Is it near the equator or the poles?
- **WHO AND WHAT** – Who (people) and what (animals and plants) live there?
- **SEE** – What would we see there? What is natural? What has been made by humans?

**When learning about a new place (for example, during non-geography-based units, such as history-based units) always carry out these actions:**

- 1<sup>st</sup>: Locate it on a map of the county/region it is in (and show and discuss, using simple compass directions and locational language, where it is in relation to: other places previously studied; our country; our location)
- 2<sup>nd</sup>: Locate it on a map of the country it is in (and show and discuss, using simple compass directions and locational language, where it is in relation to: other places previously studied; our country; our location)
- 3<sup>rd</sup>: Locate it on a map of the world (and show where it is in relation to: other places previously studied; our country; our location)
- Locate it on a globe (and show and discuss, using simple compass directions and locational language, where it is in relation to: other places previously studied; our country; our location)
- Locate it on a plan perspective or on aerial photographs
- Show images of the place (avoid only showing stereotypical images, especially when studying a whole continent or country)

### KS2

**When learning about a new place (for example, during non-geography-based units, such as history-based units) always ask and answer these questions:**

General questions to ask about location:

#### **HOTCLUB:**

- **HEMISPHERE** - Which hemisphere(s) is it in?
- **OTHER PLACES** - Where is it in relation to other places we have studied or know about, including countries and continents (using 8 points of a compass)?
- **TIMEZONE** - Which timezone(s) is it in?
- **CLIMATE** - Which climate zone(s) is it in? (Tropical/Dry/Temperate/Continental/Polar)
- **LATITUDE** - Where is it in relationship to the main lines of latitude (using 8 points of a compass)? (Arctic Circle/Tropic of Cancer/Equator/Tropic of Capricorn/Antarctic Circle) What is its latitude and longitude?

- **US** - Where is it in relation to our village/town/city/county/country?
- **BODIES OF WATER** - Which bodies of water are nearby?

Questions to ask about the location...

...Of a continent:

- Which countries are in this continent?

...Of a country:

- What is the capital city?
- Which major cities are in this country?
- Which other countries are nearby?

...Of a city/town/village:

- Which country is it in?
- Which continent is it in?
- Which other cities/towns/villages are nearby?
- Which county/region is it located in?
- What is its grid reference?
- What are its origins?

General questions to ask about any continent/country/city etc:

Human Geography

- Who lives there?
- Which major landmarks are found here?
- What human-made features are found here?
- How was the land used here now and in the past?
- What types of settlement are found here?
- What kinds of economic activity happen here?
- Which natural resources can be found here?
- What is its population?
- (If studying a country) What do they export and where do they export it to?
- (If studying a country) What do they import and where do they import it from?

Physical Geography

- Which (terrestrial) biomes are found here? (Rain Forest/Deciduous Forest/Desert/Temperate Grassland/Tropical Grassland/ Taiga/Tundra)
- What lives there?
- What is the elevation like?
- Which major rivers and valleys are found here?
- Which major mountains are found here?
- Which natural disasters are known to happen here?

Additional, non-essential questions to ask (a non-exhaustive list):

- What is the place famous for?
- What kind of food is eaten there?
- Which religions are followed there?
- Which famous people are from there?
- What are houses and buildings like there?
- What happened there in the past?
- Which sports are played there?
- What is it like to live there?

### Geography Units

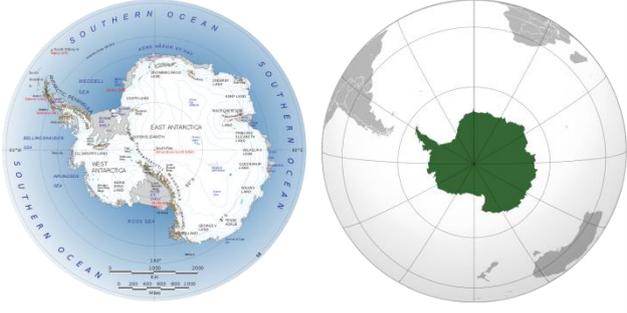
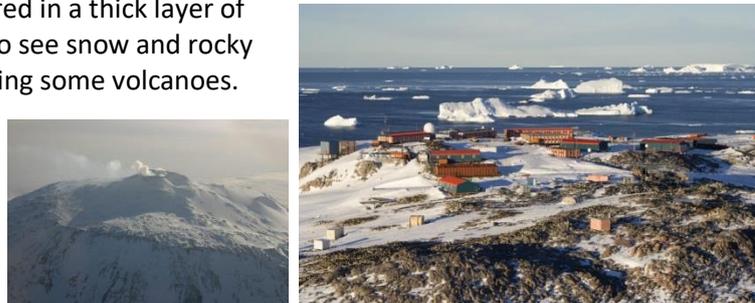
If carrying out a geography-specific unit use the majority of the questions from [STEEP](#) in addition to the above questions in order to ask more in-depth questions about the place:

- Social
- Technological
- Economic
- Environmental
- Political

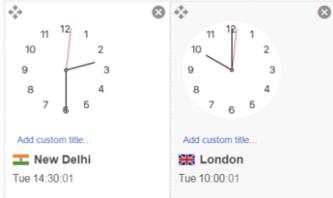
**When learning about a new place (for example, during non-geography-based units, such as history-based units) always carry out these actions:**

- 1<sup>st</sup>: Locate it on a map of the county/region it is in (and show where it is in relation to: other places previously studied; our country; our location; lines of latitude; hemispheres)
- 2<sup>nd</sup>: Locate it on a map of the country it is in (and show where it is in relation to: other places previously studied; our country; our location; lines of latitude; hemispheres)
- 3<sup>rd</sup>: Locate it on a map of the world (and show where it is in relation to: other places previously studied; our country; our location; lines of latitude; hemispheres)
- Use computer mapping (e.g. google maps) to zoom in to and out of the place, discussing location in relation to other known places
- Locate it on a political map (and look at nearby countries and borders)
- Locate it on a physical/topographic map (and look at elevation, mountains, rivers, bodies of water)
- Locate it on a climate map (and look at the colours used to show different climatic areas)
- Locate it on a map with a satellite image overlay
- Locate it on a globe (and show where it is in relation to: other places previously studied; our country; our location; lines of latitude; hemispheres)
- Locate it on an Ordnance Survey map (and identify its grid reference and use symbols to locate local features)
- Show images of the place (avoid only showing stereotypical images, especially when studying a whole continent or country)

Name of place:	
<b>CONTINENT –</b> Which continent is it in?	
<b>OCEANS AND SEAS –</b> Which oceans or seas are nearby?	
<b>WEATHER –</b> What is the weather like there? Is it hot or cold there? Is it near the equator or the poles?	
<b>WHO AND WHAT –</b> Who lives there? Which animals and plant live there?	
<b>SEE –</b> What would we see there? What is natural? What has been made by humans?	

Name of place: Antarctica	
<p><b>CONTINENT –</b> Which continent is it in?</p>	<p>Antarctica</p> <p>Antarctica is a continent. The South Pole is found in Antarctica. It is at the bottom of the world. Antarctica is the fifth largest continent and most of it is covered in ice.</p> 
<p><b>OCEANS AND SEAS –</b> Which oceans or seas are nearby?</p>	<p>The Southern Ocean</p> <p>The Southern Ocean, sometimes known as the Antarctic Ocean, is the fourth largest ocean. Icebergs are found in The Southern Ocean and there are often very dangerous winds there too.</p> 
<p><b>WEATHER –</b> What is the weather like there? Is it hot or cold there? Is it near the equator or the poles?</p>	<p>It is very cold in Antarctica – it is the coldest continent of all and it is covered in ice. It can be very windy in Antarctica but it can also be very sunny. Antarctica only has summer and winter. It doesn't rain or snow very much in Antarctica.</p> 
<p><b>WHO AND WHAT –</b> Who lives there? Which animals and plant live there?</p>	<p>In the summer between 1000 and 5000 people, mostly scientists, live in Antarctica.</p> <p>Antarctic sea life includes <a href="#">penguins</a>, <a href="#">blue whales</a>, <a href="#">orcas</a>, <a href="#">colossal squids</a> and <a href="#">fur seals</a>. Algae and Fungi also live in Antarctica.</p> 
<p><b>SEE –</b> What would we see there? What is natural? What has been made by humans?</p>	<p>Antarctica is covered in a thick layer of ice. You would also see snow and rocky mountains, including some volcanoes. You would also see places where humans live.</p> 

Name of place:	
HEMISPHERE - Which hemisphere(s) is it in?	
OTHER PLACES - Where is it in relation to other places we have studied or know about, including countries and continents (using 8 points of a compass)?	
TIMEZONE - Which timezone(s) is it in?	
CLIMATE - Which climate zone(s) is it in?	
LATITUDE - Where is it in relationship to the main lines of latitude (using 8 points of a compass)? (Arctic Circle/Tropic of Cancer/Equator/Tropic of Capricorn/Antarctic Circle)	
US - Where is it in relation to our village/town/city/county/country?	
BODIES OF WATER - Which bodies of water are nearby?	
What is the capital city? Which major cities are in this country? Which other countries are nearby?	

Name of place: India	
<b>HEMISPHERE</b> - Which hemisphere(s) is it in?	Northern Hemisphere – it lies north of the equator. Eastern Hemisphere – it lies east of prime meridian.
<b>OTHER PLACES</b> - Where is it in relation to other places we have studied or know about, including countries and continents (using 8 points of a compass)?	Continent: Asia Subcontinent: Indian Indian tectonic plate, part of the Indo-Australian plate South-East of Pakistan and West of Bangladesh; South of Nepal and parts of China.
<b>TIMEZONE</b> - Which timezone(s) is it in?	India Standard Time is 5.5 hours (5 hours 30 minutes) ahead of Greenwich Mean Time (GMT+5.5). 
<b>CLIMATE</b> - Which climate zone(s) is it in?	The main climate zones of India are Tropical and Arid. However, as it is such a huge country, it actually has many different climate zones. India is known for its Monsoon climate which is characterised by heavy rainfall during the sunny season and warm temperatures throughout the year. <a href="#">(Click here to see an image of all India's climate zones)</a>
<b>LATITUDE</b> - Where is it in relationship to the main lines of latitude (using 8 points of a compass)? (Arctic Circle/Tropic of Cancer/Equator/Tropic of Capricorn/Antarctic Circle)	India is north of the equator. The Tropic of Cancer passes through India – south of this latitude line India is tropical, north of this latitude line India is subtropical. India's latitude and longitude is 22° 00' N and 77° 00' E 
<b>US</b> - Where is it in relation to our country?	India is to the south east of the prime meridian making it south east of the UK. India is around 4,700 miles or 7,600km away from the UK. 
<b>BODIES OF WATER</b> - Which bodies of water are nearby?	Indian Ocean (part of which is the Bay of Bengal), Arabian Sea and Laccadive Sea The Indus is the longest river in India, followed by the Brahmaputra, Yarlung Tsangpo and the Ganges – all of these are over 2,500km long. 
What is the capital city? Which major cities are in this country? Which other countries are nearby?	Capital: New Delhi (a district of Delhi) Largest cities: Mumbai, Delhi, Bangalore, Hyderabad, Ahmedabad, Chennai, Kolkata, Surat, Pune, Jaipur Nearby countries: Sri Lanka (an island at the southern tip of India), Pakistan, Nepal, Bangladesh, Bhutan, Myanmar, China