GEOGRAPHY

INTENT

"You can travel the seas, poles and deserts and see nothing. To really understand the world, you need to get under the skin of the people and places. In other words, learn about geography. I can't imagine a subject more relevant in schools. We'd all be lost without it.' Michael Palin.

At Claytons Primary School, we believe that our ambitious Geography curriculum enables all of our children to develop their own fascination and curiosity about people and places which will help them to make sense of the world around them and ultimately their place within it.

We inspire children to develop a growing knowledge to understand the relationships and connections of people and places. Incorporating the necessary and important geographical skills such as enquiry, map skills and fieldwork to apply their knowledge.

Geography is a subject that is taught in varying environments at Claytons; within the school we make use of the classrooms, computer suite and school grounds; as well the local area and further afield.

IMPLEMENTATION

Statutory requirements

The EYFS framework is organised across seven areas of learning. The most relevant statements for geography are taken from the following areas of learning:

- Understanding the World

Our children's learning is enriched through a variety of experiences to enhance their knowledge of the world around them. We invite members of the community from different backgrounds, religions and occupations to talk to the children and share their experience. Our school grounds and local area provide excellent opportunities for fieldwork including walks around the local area and trips to the local library. Children also enjoy a range of geography trips further afield including visits to the Bucks Animal Rescue Centre and to nearby Marlow via train. Children will begin to develop an understanding of their school grounds, their local area, the wider world and phenomena, such as the weather and seasons.

The children of Claytons Primary School are taught geography, covering the 2014 National Curriculum.

Geography is taught discretely and where possible, geography is linked to topics. Due to the split year groups in our school, geography units are taught on a two-year rolling programme. This ensures progression between year groups and guarantees topics are covered. At Claytons, we follow Oddizzi which is supplemented with other resources and planning where teachers see fit to benefit the current cohort of children. Children also experience and immerse themselves in geography 'wow' days with strong cross curricular links.

In Key Stage 1, pupils are taught to:

- name and locate the world's seven continents and five oceans.
- identify the characteristics, name and locate the UK's four countries, their surrounding seas and capital cities.
- understand the human and physical geographical differences and similarities of a small area of the U.K contrasted with a small area of a non-European country.
- identify daily and seasonal UK weather patterns and to locate the cold and hot areas of the world, relating to the Equator and the South and North Poles.

- use basic geographical vocabulary when describing key physical features: coast, cliff, beach, mountain, hill, forest, river, sea, ocean, vegetation, soil, valley, weather and season.
- use basic geographical vocabulary when describing key human features: village, town, city, house, farm, factory, harbour, port, office and shop.
- use globes, atlases and world maps to identify relevant countries, continents and oceans.
- use North, South, East and West compass directions, to use locational language such as 'near, far, right and left', and to locate and describe the routes and features on a map.
- use plan perspectives and aerial photographs to recognise basic physical and human features and landmarks, to use and make basic key symbols and devise a simple map.
- use simple observational and fieldwork skills to study the geography, human and physical features of Claytons and its surrounding environment.

In Key Stage 2, pupils are taught to:

- locate the countries of the world and use maps to focus on Europe, Russia, North and South America, studying environmental regions, key human and physical characteristics, key countries and major cities.
- name and locate the UK's counties and cities, identifying the human and physical characteristics, key topographical features and land-use patterns of geographical regions, understanding how these have changed over time.
- identify the significance and position of the Equator, the Southern and Northern Hemispheres, the Tropics, Arctic and Antarctic, Greenwich Meridian and time zones, latitude and longitude.
- study and understand human and physical geographical comparisons of a UK region, a region in a European country, and a region within South or North America.
- describe and understand physical geography, including rivers and the water cycle, mountains, volcanoes, climate zones, biomes, vegetation belts and earthquakes.
- describe and understand human geography, including land-use and settlements, economic activity and trade links, and the distribution of natural resources, including water, food, energy and minerals.
- use atlases, maps, globes, computer and digital mapping to locate and describe countries and geographical features.
- use eight compass points, four and six-figure grid references, Ordnance Survey maps, keys and symbols to build on knowledge about the UK and the wider world.
- use fieldwork to observe, record, measure and present the physical and human features of the local area using sketch maps, graphs, plans and digital technologies.

IMPACT

Children's understanding is assessed through spoken responses, their written and illustrated work and presentations. Teachers give feedback and mark written work in line with the school marking policy.
By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Regular quizzing using Umbuzo Quiz section in Oddizzi or other ensures that new geographical knowledge has been embedded.

Ultimately, our goal for the children at Claytons is to set them up for a lifetime of awe and wonder for the world and its future.

"**Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. For me geography is a great adventure with a purpose." Michael Palin.**