

Version	Date
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Owner	Subject Leader/ SLT
Approver	Academy Council

Rationale

At Airedale Junior School, we believe that a high-quality geography curriculum will inspire curiosity and fascination about the world and its people that will remain with them for the rest of their lives. It will help pupils deepen their knowledge and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the interaction between Earth's key physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and changed over time.

At Airedale Junior School, the Geography curriculum provokes and answers questions about the natural and human world, using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environment throughout the world, an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom. As children study geography, they encounter different societies and cultures. It can inspire them to think about their own place in the world, their values and their rights and responsibilities to other people and for our planet as a whole.

Aims: Intent

The national curriculum for geography aims to ensure that all pupils:

- Create and foster a sense of wonder about the world
- Inspire a sense of responsibility about the environment and the people of the world
- Gain an understanding and in-depth knowledge of the diverse demographic of the world, so that children can realise that the world contains a great variety of land forms, climates and people (terrestrial and marine)
- Develop an understanding of how humans manipulate the surroundings of their environment, beginning to formulate an informed opinion on world affairs
- Work individually and co-operatively, listening to and valuing the opinion of others
- Develop competence in specific geographical skills
 - Observe and measure through experiences of fieldwork
 - Record and communicate observed data in a variety of forms (maps, numerical and writing)
 - Use and interpret maps, atlases, globes and photographs
- Acquire and develop the skills and confidence needed to undertake investigation, problem solving and decision making independently.

Curriculum and Subject Content: Implementation

The Curriculum has been organised into half termly topics which incorporate and promote our school values as well as providing the children with the opportunity to develop their knowledge, skills and understanding of the subject as set out in the National Curriculum programmes of study.

At key stage 2, the programmes of studies are divided into four main areas: locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork.

The geography curriculum enables children to extend their knowledge and understanding beyond the local area to include the United Kingdom, Europe, North and South America and **Africa**. This will include the location and characteristics of a range of the world's most significant human and physical features and locate the world's countries, using maps. Also key topographical features and land use patterns and understand how some aspects have changed over time. They should also develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

As part of the national curriculum children 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 in 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

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the 8 points of a compass, 4- and 6-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

Cross-curricular skills and links

Geography pervades every aspect of our lives and we will relate it to all areas of the curriculum. Lessons will make effective links with other curriculum areas and subjects, such as English, mathematics, computing and history. For instance, data handling, shape and space. Clear connections and links can be seen between English and mathematics with geography through evidence in books. In addition to this, computing can provide a range of interesting opportunities for recording data and information. Geography also has strong links with history, especially in understanding different periods and cultures in time.

Pupils at Airedale Junior School should also be given the opportunity to look at photographs, film clips and artefacts either through examples from books or personal collections.

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 3		London and Castleford	Locational Knowledge - Athletes			Roman Britain
Year 4		Coastal Study				Study of Europe
Year 5	Volcanoes	WWII				Rainforests
Year 6			Ghana	Egypt	Rivers	

Monitoring and Evaluation: Impact

Throughout the term/year a range of monitoring activities are conducted in-line with the schools monitoring calendar such as: lesson observations/drop-ins, book/work scrutiny, pupil voice, display audits alongside data analysis. This enables the geography leader to constantly monitor their subject area, identify needs for CPD and/or peer support, while keeping abreast of standards in geography across school.

Assessment

Assessment in geography is based upon knowledge and understanding. At Airedale Junior School, we use a range of assessment materials to ensure that children are making appropriate progress, including assessment tasks, observations and

experiments. Pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programmes of study.

Assessment should:

- Be formative and summative
- Be used to inform the teacher for future planning
- Promote continuity and progression
- Form the basis for reporting to parents
- Be based on observation, participation and written outcomes

The National Curriculum has no prescribed assessment for geography. However, assessments are made towards the end of each unit of work. Ongoing peer critique for group work take place as well as teacher assessments at the end of each unit of work.

Class teachers are responsible for recording achievement of children working below, at or above age related expectations for their age. All staff at Airedale Junior School strive to ensure that our children reach their full potential in geography and that they understand and enjoy their experiences. They ensure that tasks are differentiated appropriately to match the needs of all pupils, including those with Special Educational Needs. We have a tracking system within school, to follow and accelerate pupil's progress. The school geography coordinator monitors progress through the school by sampling children's work at regular intervals.

Health and Safety

The safety of children at Airedale Junior School is paramount. Activities, visits and trips will always be planned carefully and where necessary risk assessments will be completed. Teachers and teaching assistants need to be aware of health and safety procedures when using equipment and when carrying out fieldwork (on and off school premises). Children must be aware of the need for personal safety and the safety of others during geography lessons, especially during fieldwork.

Reviewed July 2021

To review July 2022