



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:

- **Reference back to the unit title page** – at the start of each lesson, focussing attention on the skills to be developed in the proceeding learning activities.
- **Retrieval practice** – giving learners the chance to consolidate previous skills and knowledge.

- **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 like learning about maps and making an aerial map of the school.'

Year 2: 'I was excited to learn about the continents and countries, and to complete worksheet with keys to find continents.'

Year 3 : 'I loved learning about the countries, seas and to use the map book to find them.'

Year 4: 'We used different colours to colour in to reflect the times and weather of the hemispheres.'

Year 5: 'I enjoyed learning more about other countries, map work and labelling them.'

Year 6: 'It's been very interesting learning about how Climate change is affecting Earth and the research about pollution.'

An example of skills and knowledge progression within our Geography curriculum

	Tropics of Cancer & Capricorn, Arctic & Antarctic Circle. (keep for general discussion)			
Y4 Autumn 1	All Around the World Locate the world's countries, using maps to focus on South America, concentrating on environmental regions & key physical & human characteristics; Identify the position & significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, the Prime/Greenwich Meridian & time zones; 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 Tropics of Cancer & Capricorn, Arctic & Antarctic Circle			All Around the World Use maps, atlases, globes & digital/computer mapping to locate countries & describe features studied; Use key vocabulary: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, coordinates.
Y5 Autumn 1	The Amazing Americans Use maps to locate the world's countries with a focus on Eastern Europe & South America, concentrating on their environmental regions, key physical & human characteristics, countries, & major cities; Identify the position & significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere & use longitude & latitude to find locations on a map; Use key vocabulary: atlas, index, co-ordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.	The Amazing Americans Understanding geographical similarities & differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe & South America; Use key vocabulary: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.	The Amazing Americans Physical geography, including: climate zones, biomes & vegetation belts, mountains & the water cycle;	The Amazing Americans use maps, atlases, globes & digital/computer mapping to locate countries & describe features; Use key vocabulary: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.
Y6 Autumn 1	Our Changing World Use maps to locate the world's countries with a focus on Eastern Europe & South America, concentrating on their		Our Changing World Physical geography, including: climate zones, biomes & vegetation belts, mountains & the water cycle;	Our Changing World Use fieldwork to observe, measure, record & present human features using a range of methods, including sketch

Examples of learning

Reception – Map work



Year 6 – Our Changing world



Year 4 – Clouds

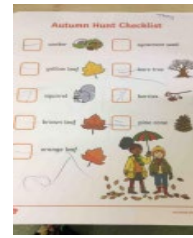




Year 3 – Playdough Earth



Rec-Where does Grandma live?



Nursery – Treasure hunt

Successes in 2021-2022

Identify:

- Progression documents for each year group will be reviewed to reflect diversity.
[Staff meeting held to discuss Diversity within our topics-Spring 1 2022](#)

Develop:

- Geography will be taught on an alternate half-term weekly basis across the school.
[Achieved](#)
- 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.
[Subject Lead completed format for assessing – Staff meeting Spring 2 2022](#)
[Assessment format agreed and launched in the Summer term.](#)

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.
- [Pupil voice reflects that children are starting to use the appropriate vocabulary in context.](#)

Priorities for 2022 - 2023

Identify:

- Whole school opportunities for Geography will be mapped across school calendar.
- Trips/visitors will be considered to support and develop learning.

Develop:

- 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 Geography.
- End of unit assessment will take place and outcomes inform planning of the next unit.

Priorities beyond 2023

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>