



GEOGRAPHY

Intent of the Geography Curriculum

AFJS aims

At Abbots Farm Junior School, our Geography lessons provide a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography at our school contributes to the cultural, social, spiritual and moral life of our children as they acquire knowledge of a range of different cultures and traditions and learn tolerance and understanding of other people and different environments.

We endeavour to:

- Stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- 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.
- Provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- Give children the opportunity to make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- Develop children's geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- Enable children to be able to apply map reading skills to globes and atlas maps and identify geographical features.
- Provide opportunities for children to formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- Enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.

National Curriculum

Our school aims are closely linked to those of the national curriculum for Geography, which are to ensure that all pupils:

- Can 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)
- Can 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.
- Can locate the world's countries, using maps to focus on **Europe** (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Can locate the world's countries, using maps to focus on **South America and North America**, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Can understand geographical similarities and differences through the study of human and physical geography of **regions of the United Kingdom, Europe, South America and North America**.
- Can describe and understand key aspects of Physical and Human geography for example; rivers, mountains, types of settlement and land use, economic activity including trade links, climate zones, biomes and vegetation belts and volcanoes and earthquakes.
- Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Can 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.
- Can 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.

Roles and responsibilities

The Geography leader is responsible for monitoring medium-term planning using the Geography Topic Coverage Map and knowledge organisers to ensure complete coverage of the NC Geography objectives across the school and retention of key geographical knowledge. The Geography leader also supports with finding appropriate resources where necessary to support topic delivery and ensures there is a sufficient number of resources across the school e.g. maps, atlases etc. They also review Geography provision, including its strengths and the next steps for developments, as part of the action planning cycle.

Year group teams are responsible for creating an overarching enquiry question and agreeing the order in which activities and learning will take place. This should be recorded on the termly overview planning grid. They are also responsible for creating knowledge organisers, depicting the key knowledge the children will acquire and the prior knowledge they will already have.

The governors are responsible for discussing Geography provision with the Curriculum Lead as part of the wider curriculum and allocating some governors to monitor the provision, its strengths and areas for development when required, and for reporting these to wider the governing body.

Implementation of the Geography Curriculum

Planning

At Abbots Farm Junior School, Geography is taught through a topic based approach alongside History, Design & Technology and Art. Our Creative Curriculum is carefully planned to engage and excite all of our learners, in order to provide the school with a high quality curriculum, which is the key driving force for our planning. Our long-term and medium-term plans map out the skills and themes covered each term for each year group. These plans define what we will teach and ensure an appropriate balance and distribution of skills and knowledge coverage across each term.

Progression

Our Geography lessons at Abbots Farm Junior School build upon the prior learning of the children, which is mapped out on our long term Geography coverage plan. Children of all abilities have the opportunity to develop their skills and knowledge in each of their topics and, through planned progression built into their learning, we offer them an increasing challenge as they move through the school.

Teaching and Learning

At Abbots Farm Junior School, Geography teaching focuses on enabling children to think as Geographers. Our main aim is to develop the children's knowledge, skills and understanding in Geography and we use a variety of teaching and learning styles within our Geography lessons to be able to achieve this. We believe in whole-class teaching methods and combine these with enquiry-based research activities to ensure we reach all of our learners.

We believe our children learn best when:

- They are encouraged to ask as well as answer geographical questions.
- They are given the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs.
- They are given the opportunity to collaborate and share findings with their peers.
- They are involved in 'real' geographical opportunities, e.g. research of a local environmental issue.
- They engage in a variety of problem solving activities.

We recognise the fact that we have children of differing ability in all of our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults to suit the needs of all learners.

Cross-curricular links

Maths: There are strong links between Geography and Maths at our school. Many tasks in geography require numeracy skills such as collecting numerical information and data presentation. Children apply their numeracy skills in Geography through the use of grid references and distances during map work.

Computing: Through the use of technology and multimedia to access maps and aerial images, the children develop and reinforce their computing skills.

Science: Where relevant, links are made with aspects of science, especially in relation to habitats, rocks and soils and our knowledge and understanding of the world.

Wider opportunities/enrichment opportunities in History

Visitors and Educational Visits:

At Abbots Farm Junior School, we plan educational visits and visitors that will enhance the children's Geographical knowledge and support them in thinking as a Geographer. We are fortunate to have our surrounding local area where we are able to carry out geography fieldwork and obtain data to use back in the classroom.

Local links

One of our whole school curriculum aims is to ensure that children engage with and learn about their local community and the importance of places and people around them both today and in the past. In Geography, this is promoted through the study of local sites, the use of local resources to enrich the Geography curriculum and establishing links with other organisations to develop learning.

Impact of the Geography Curriculum

Assessment and Recording

At Abbots Farm Junior School, assessment is an integral part of the teaching process, informing planning and facilitating differentiation. The assessment of children's work is forever ongoing to ensure that knowledge and understanding is being achieved and progress is being consistently made. Teachers consistently refer back to both long term and medium term planning grids to ensure objectives are being met. Feedback is given to the children in a timely manner and will be guided by the school's feedback policy.

At the end of each geography unit of work children are given an assessment task to identify the knowledge and understanding they have retained and their attainment in this subject. These tasks include low-stakes quizzing, short assessment tasks, oracy tasks or double page spread writing tasks. Judgements for attainment in all subjects is recorded on Insight.

Monitoring and Review

The Geography subject leader creates an annual action plan for the development of humanities across the school and provides a review of the subject to the headteacher annually. They review the curriculum through pupil interviews using knowledge organisers to determine knowledge acquisition and provision for this as well as conducting lesson drop-ins when necessary. They may also review any evidence of work completed where possible.

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