

Geography

Edmund Waller
Curriculum

Intent

Implementation

Impact



Know, Explore, Communicate

Intent

“ The study of geography is about more than just memorising places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together.”

[Research review series: geography - GOV.UK \(www.gov.uk\)](https://www.gov.uk/research-review-series-geography)

At Edmund Waller, we recognise the importance geography plays in the curriculum and are committed to providing all children with opportunities to engage fully in geography. Our geography programme is in line with our school values:

Humanity

- We help children to develop an understanding and curiosity of their **place** in the world as well as their role in it and responsibilities that come with **sustainable development**.
- We help children to appreciate how personal identity is linked to the area in which we were born/live in/grew up in.
- We teach children how to understand the fascinating complexity and **scale** of the natural world and the people who live in it and to appreciate and respect the **cultural diversity** that exists.
- We address misconceptions about indigenous peoples and teach children to have **cultural awareness** and challenge stereotypes that can lead to discrimination.
- Geography learning helps children to understand the **interdependence** between human societies and the physical, chemical and biological components of the Earth.
- Geography learning helps children to understand the changes to landscapes and the environment over time - such as **climate change** - as well as human movement such as **migration**.

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Creativity

- We create an environment in our geography lessons where children have the skills to think creatively, explore the world and communicate their findings with others. We teach children about the **environmental impact** of our actions.
- We provide opportunities for children to put their knowledge into practice with geographical field work.

Ambition

- We ensure that all children have access to geography lessons that develop their **prior knowledge and skills** as they move through the school.
- We ensure that the curriculum builds extensive knowledge of different countries, regions and features by the end of Year 6.
- Geography learning helps children to **orient** themselves in the larger **global** space and to broaden their horizons.
- It is important for **cross-curricular learning** and strengthening pupils’ comprehension across other subjects.
- Our 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.

Implementation

From Ofsted's Research Review Series: geography

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Declarative – *What are the key facts that children should know?*

There are four forms of substantive geographical knowledge children should build over their primary years. The **first** is **locational knowledge** which helps them to: build their own **identity** and develop their sense of place, develop an appreciation of **distance and scale** and learn about the **orientation** of the world, including references such as the continents and oceans that they can navigate from. Pupils need to be taught about the absolute positioning (reference) systems used in geography, particularly **latitude and longitude**. The curriculum must ensure that all pupils, regardless of their experiences, build an increasingly extensive knowledge of **different countries**, regions and features.

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***Declarative** – What are the key facts that children should know?*

The **second** of the four forms of knowledge is **place**. It is considered by many to be the most important term used in geography. Place allows a pupil 'to locate or orient oneself with respect to the larger global space and to other places'. Principally, place is a physical area that can be located (found on a map) and that has a **personal meaning**, attachment or distinct identity. Typically, this begins from places like their home or their classroom at school, which they know intimately, to the areas along their route to school, to their town or city, to a more conceptual understanding at regional, national and global scales. This does not preclude teaching about the unfamiliar, but a cohesive curriculum provides pupils with links to what they know.

The national curriculum requires teachers to identify content that allows pupils to **make comparisons** between different places but also the same place over **time**. For example, pupils may study the effect of **migration** on two different cities or explore how the retreating coastline of the Holderness coast in Yorkshire has affected human land use through the ages.

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Declarative – *What are the key facts that children should know?*

The third area of substantive geographical knowledge is **environmental, physical and human geography**. Research shows how important it is to ensure that pupils understand how human and physical processes **interact** to influence and change **landscapes, environments and the climate**, as well as how human activity relies on the effective functioning of **natural systems**.

In order for pupils to get better at understanding environmental, human and physical processes, the curriculum needs to be **sequenced** carefully. For example, most of the physical processes, and many human processes too, are driven by the atmospheric conditions (the weather). So, pupils first need to **secure an understanding of components** such as air pressure, the water cycle and longitude. With this knowledge, pupils have a strong basis to understand why certain biomes exist and also how they are changing. It also contributes towards pupils' understanding of **climate change** and the effects, both physical and human, that are happening in different locations - such as changes to agricultural practices and **rising sea levels**.

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***Procedural** – What are the things that all children should be able to do (skills)?*

The final form of knowledge to explore is 'geographical skills'. Geographical skills include both constructing and interpreting hard copy and **digital maps** and plans. This involves developing pupils' abilities to use atlases and globes. In order for pupils to become proficient in map skills, the curriculum ensures that pupils have the knowledge they need, such as knowledge of **direction and scale**, to draw and analyse maps.

This is likely to build from drawing plans of areas that children in the early years are familiar with, such as their classroom or the school premises, through to more complex maps of larger areas and more distant places. The importance of aerial and satellite imagery should be recognised by its presence in curriculum plans. The curriculum should incorporate opportunities to teach and make use of **Geographic Information Systems** throughout topics.

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Experiential

The case for **fieldwork** and its importance has been long made. Through fieldwork, pupils **encounter** geographical concepts first-hand and connect their learning in classrooms with the complexity of the real world. Through **observing, collecting data** for themselves, **analysing** it and describing their findings, pupils learn how to observe and record the environment around them. However, in order to engage in this 'medium', pupils first need substantial procedural knowledge of the processes and techniques that geographers use and the conditions for using them.

Fieldwork connects pupils with the **complexities** of the real world, making it both **stimulating and fascinating** and a valuable element of the subject. However, it also requires teachers to have sound **subject knowledge** so that they can confidently explore the uncertainties and ambiguities that come from moving geography from the classroom into real environments with pupils.

Geography Subject Overview

	Autumn 2	Spring 2	Summer 2
Year 1	Celebrations around the world	The United Kingdom	Australia
Year 2	Town and Country	Ice	Jamaica
Year 3	Incredible Earth	Europe (and Russia)	Flood!
Year 4	India	South America (the Amazon)	Spain
Year 5	North America	Globetrotting (travel, trade tourism and transport)	Barcelona
Year 6	Climate Change	The Kingdom of Benin	London after the Second World War

Impact

At Edmund Waller Primary School, we ensure that our geography curriculum is progressive and allows children to develop fundamental skills and apply them to a variety of sports and activities. As a result:

- children talk confidently about their learning in geography, using appropriate and technical vocabulary.
- children enjoy taking part in lessons and are confident to demonstrate their knowledge and skills.
- children discover new interests and learn about the world.
- children understand their unique place in the world connected to where they were born/live.
- children learn to take responsibility for their own environment and role in a sustainable future.
- children understand the importance of diversity and mutual respect.
- children confidently apply their geography knowledge to other areas of learning and outside interests.
- children are prepared for the next stage of their geography education.
- outcomes at the end of each Key stage are in line or above National expectations (please see the next four slides for more information) and progress in geography is evident.

Outcomes

	At the end of KS1 children can	At the end of LKS2 children can	At the end of UKS2 children can
Investigate places	<ul style="list-style-type: none"> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's continents and oceans 	<ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. Use a range of resources to identify the key physical and human features of a location. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the countries of Europe and identify their main physical and human characteristics. 	<ul style="list-style-type: none"> Collect and analyse statistics and other information in order to draw clear conclusions about locations. Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London's Tube map). Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the countries of North and South America and identify their main physical and human characteristics.

Outcomes

	At the end of KS1 children can	At the end of LKS2 children can	At the end of UKS2 children can
Investigate patterns	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles. Identify land use around the school. 	<ul style="list-style-type: none"> Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries. Describe how the locality of the school has changed over time. 	<ul style="list-style-type: none"> Identify and describe the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Understand some of the reasons for geographical similarities and differences between countries. Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent.

Outcomes

	At the end of KS1 children can	At the end of LKS2 children can	At the end of UKS2 children can
Communicate geographically	<ul style="list-style-type: none">• Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. key human features, including: city, town, village, factory, farm, house, office and shop.• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).	<ul style="list-style-type: none">• Describe key aspects of:<ul style="list-style-type: none">• physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.• human geography, including: settlements and land use.• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	<ul style="list-style-type: none">• Describe and understand key aspects of:<ul style="list-style-type: none">• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.• human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).