

Primary Specification



Geography

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Trust Level

Children are matched against 'stage descriptors' (in other words what pupils are expected to know and be able to do in computing for their year group or phase) when being assessed by their teachers in their computing lessons. Where appropriate, teachers will provide opportunities for children to apply computing knowledge and skills in other curriculum areas and may use this information as part of their assessments. Teachers use this information to form an overall picture for each child, to determine whether they have met the stage descriptors for the end of their year group or phase.

School Level

Formal assessments may be administered in different ways depending on the school. E.g. gradings offered, end of unit mini assessments, knowledge review weeks, termly or half termly assessment periods etc.

In addition to formal assessments, schools will assess pupils informally in accordance with the schools guidelines. At school level the KS2 specification document for each subject will be supported by the school own planning documents/ portals which also include LTPs, MTPs, Schemes of work and associated resources.

Long Term Plans provide leaders, teachers, students and parents with the overview of the learning journey that occurs yearly. These are available on the school website.

Medium Term Plans map the outline learning for each of the learning focusses of each half term in each year group. These provide more detailed information into the steps to facilitate a differentiated approach ensuring that content and skills are covered. The number of activities / objectives covered may vary dependent on the length of a half term and the frequency of lessons in a given subject. There are 5 planning cycles in the year. Autumn 1, Autumn 2, Spring, Summer 1 and Summer 2.

Schemes of Work may vary from subject to subject allowing the specialists in schools to develop suitable activities and topics ensuring ownership of planning for progress. Please note that no external schemes are followed to the book and when used, are merely a starting point for start.

SOW – Guiding Principles

- Skills and content based
- Form part of the 'big picture' e.g. show progression over the 6 years in school
- Provide suggested resources
- Allow for teacher ownership and/or creativity of lessons
- Allow for appropriate differentiation

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

	Objectives
KS1	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none">• name and locate the world’s seven continents and five oceans• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge• understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography ♣ 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. <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none">• Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.• Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork.• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage ♣ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3.• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key• Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

KS2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils 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 within 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
- Geography – key stages 1 and 2 4 Geographical skills and fieldwork.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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.
- 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.

GEOGRAPHY INTENT

Develop children's experiences and gain a range of skills within Geography, inspiring and igniting their curiosity about the world. A progressive Geography curriculum will help pupils develop a deeper understanding of the wider world they live in.

GEOGRAPHY IMPLEMENTATION

In ensuring high standards of teaching and learning in Geography, we implement a curriculum (using a scheme from Plan Bee, as appropriate) that is progressive throughout the whole school.

Geography is taught in blocks allowing for continuous learning and regular recap to retain information; focusing and building on knowledge and skills stated in the National Curriculum.

Geographical vocabulary is encouraged and used, progressively building upon vocabulary word banks across year groups. Teachers use a knowledge organiser for children to access to support their understanding.

Teachers are encouraged to teach Geography with cross curricular links, particularly to core subjects, and enhance learning experiences through making lessons interactive and enjoyable e.g. With the use of digital technologies, outdoor learning, field trips, debates, map making, exploring the local area etc.

Trips and visiting experts will enhance the learning experience for children across the school.

GEOGRAPHY IMPACT

Progression is evident through all year groups.

Children gain a geographical understanding about their own locality.

Equip children with geographical skills and knowledge that will equip them for life as an adult in their local community and the wider world.

Key vocabulary from the national curriculum is taught sequentially throughout the school.



Summary of Subject Content

Geography

Year 1	The Four Seasons	Where Do I live?	Life in the City
Year 2	Around the World	Let's Go to the Arctic	Map Makers
Year 3	The Rainforest	Our European Neighbours	Investigating India
Year 4	Countries of the World	Volcanoes	Earning a Living
Year 5	Investigating Coasts	Extreme Earth	The Grand Canyon
Year 6	Exploring Scandinavia	South America	Our Local Area

Stage Descriptors

EYFS

Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
Draw information from a simple map.
Understand that some places are special to members of their community.
Recognise some similarities and differences between life in this country and life in other countries.
Recognise some environments that are different to the one in which they live.
Understand the effect of changing seasons on the natural world around them.
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
Explore the natural world around them, making observations and drawing pictures of animals and plants.
Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

KS1

Understand words and phrases like: (key physical features) beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, equator. (Key human features) city, town, village, factory, farm, house, office, port, harbour and shop.

Locational Knowledge

Name and locate the different continents and oceans.

Name the four countries in the United Kingdom (and their capital cities) and locate them on a map, atlas and globe.

Name the seas surrounding the United Kingdom and locate/identify them on a map, atlas and globe.

Place Knowledge

Explain and identify the difference between human and physical geographical features in UK.

Explain and identify the difference between human and physical geographical features in a contrasting non European country.

Human and physical geography

Identify seasonal and daily weather patterns.

Locate hot and cold places in the world in relation to the equator and North and South poles.

Explain how the weather changes throughout the year in the UK.

Geographical skills and fieldwork

Devise a simple map and use/construct symbols in a key.

Use simple compass directions and locational directional language to describe the location of features and routes on a map.

Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.

Observe and study the geography of the school and its grounds, and the key human and physical features.

LKS2

Understand words and phrases like: regions, countries, counties, characteristics, climate zones, biomes and vegetation belts, volcanoes, earthquakes, cycle, distribution, natural resources, Arctic and Antarctic Circle.

Locational Knowledge

Identify and locate countries on a world map to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Name and locate counties and cities of the United Kingdom looking at geographical regions and their identifying human and physical characteristics.

Place Knowledge

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a contrasting region. (Europe or North/South America)

Human and physical geography

Describe and understand key aspects of human and physical geography.

Geographical skills and fieldwork

Use ordnance survey maps, symbols and key alongside four figure grid references.

Use maps, atlas, globes and digital computer mapping to locate countries and describe features studied.

Use the eight points of a compass.

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, graphs (pictogram, bar charts) and digital technologies (Google Earth, Digi-maps).

UKS2

Understand words and phrases like: The Tropic of Cancer and the Tropic of Capricorn, latitude, longitude, Northern Hemisphere, Southern Hemisphere, cycle, trade, energy, time zones, Arctic and Antarctic Circle, Prime/Greenwich Meridian

Locational Knowledge

Identify and locate countries on a world map to focus on Europe (including location of Russia) and North and South America concentrating on their environmental regions, key physical and human characteristics countries and major cities.

Understand land-use patterns; and how some of these aspects have changed in the UK 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.

Place Knowledge

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a contrasting region. (Europe or North/South America)

Human and physical geography

Describe and understand key aspects of human and physical geography.

Geographical skills and fieldwork

Use ordnance survey maps, symbols and key alongside six figure grid references.

Use maps, atlas, globes and digital computer mapping to locate countries and describe features studied.

Use the eight points of a compass.

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, graphs (line graphs) and digital technologies.

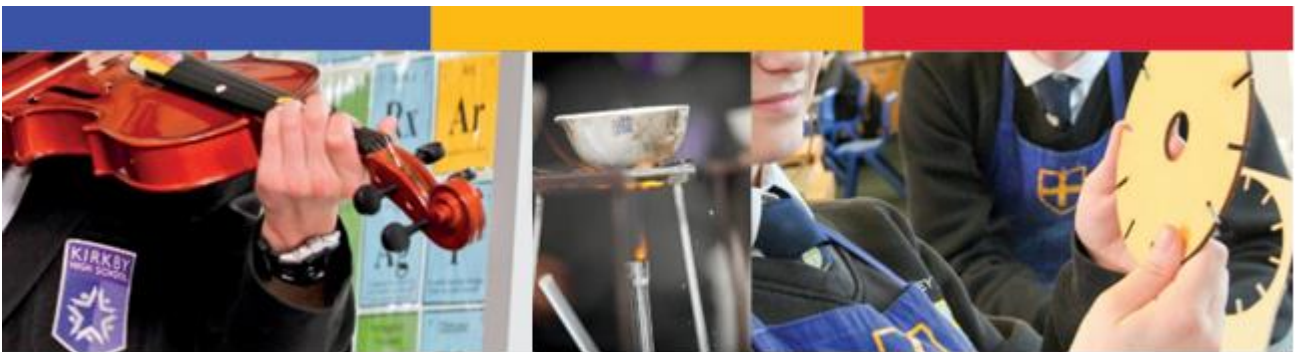
Assessment Criteria

What we do

1. We implement an inclusive curriculum so that all children, including those with SEND, can make progress and demonstrate success in a range of ways.
2. We conduct baseline assessments, checking the pupils' existing knowledge and skill level.
3. We review and re-cap prior learning and link it to new and current study. We identify curriculum links so that learning can be applied and assessed in new contexts.
4. Teachers use a range of assessment activities in their class, including the review of knowledge organisers, mini assessments, sketch books, independent tasks, work in books, pupil chats in lessons. We incorporate longitudinal study where appropriate, including geography and history to assess long term knowledge retention.
5. To meet the expected standard, pupils should demonstrate a broad understanding of the key facts in the end points for that year (as outlined in the subject key specification document). In addition, they retain key knowledge from prior learning.
6. At the greater depth standard, pupils demonstrate knowledge and understanding of every aspect of the key specification to the highest degree.
7. We enter a mid-year and end of year attainment grade onto FFT. Subject leaders analyse the data and report to governors annually.
8. Bi-annual peer audits provide quality assurance, moderation of standards and training across trust schools.



Our logo was carefully chosen to represent the children, young people and adults in our learning community who strive for excellence through high aspiration and high expectation.



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