



Lowerhouse Junior School

Geography



Our Values and Pupils' Personal Development

Our curriculum is an important means by which we develop the values of our school in our pupils during their time at Lowerhouse Junior School. When planning and delivering lessons, teachers give attention to our values of **Aspiration, Integrity, Resilience** and **Respect** which are relevant to the unit of work. Our aim is to encourage positive attitudes to learning, to ourselves as individuals and to other members of our community.

Cultural Capital

Through our curriculum we aim to provide our children with the skills and knowledge they require to be educated citizens with an appreciation of human creativity and achievement throughout human history. With these insights our pupils will have the capacity to be happy, independent, confident individuals able to benefit from and contribute to their local communities and wider society.

Reading

The effective teaching of reading is of paramount importance. Becoming efficient readers enables our children to achieve our other curricular aims much more easily. It is a skill for life. We give the highest priority to the improvement of children's reading

Purpose of Study

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 pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between 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 scaled are shaped, interconnected and shaped over time.

Aims

To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes






understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time are competent in the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.


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

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.

Intent

At Lowerhouse Junior School it is our intent to ensure all pupils develop an eagerness to learn and discover new knowledge through geography. We hope children will have a good understanding of what geography means and that the study of the physical features of the earth and its atmosphere, and of human activity as it affects and is affected by these, will inspire children to show curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We hope children will become equipped with knowledge about diverse places, people, resources and natural and human environments, together with an understanding of the Earth's key physical and human processes. We hope that as children progress, through high quality geography lessons, children will be enabled to learn not only about the world but also how it works, how it fits together and how to make a difference and become positive contributors to it.

Implementation

At Lowerhouse Junior School, we have developed our geography curriculum by. We have created our own geography curriculum overview and skills and knowledge progression document, which outlines the key skills for each unit in geography and categorises the skills into four key areas: locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork.

Each topic starts with a focus question and we believe that by starting sessions with key questions, this enables the children to be engaged in their understanding of what they are being taught. Throughout each geography unit, a variety of key skills from the skills and knowledge progression document will be taught.

Impact

The impact of what we have done has been positive for children, teachers and subject leadership. Teachers understand clearly what they have to teach but also why they have to teach it. This allows for teachers who find geography a difficult subject; to feel empowered and confident about their delivery. It also gives signposts for all in terms of resources available in school and out of school. Ultimately, allowing teachers to be more confident of their delivery of geography. Teachers know explicitly what needs to be taught in their topics and this also allows for teachers to be creative in how they would like to teach each topic.

Overall, by the time children leave Lowerhouse Junior School, they are aspiring Geographers who can interpret a range of Geographical information including maps, globes and digital imagery. We also strive to ensure children leave Lowerhouse Juniors with a natural curiosity and care for the world around them.